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SPELLING AND LANGUAGE BOOK

METCALF'S
LANGUAGE
SERIES



ROBERT C. METCALF



NEW YORK-CINCINNATI-CHICAGO
AMERICAN BOOK COMPANY

Due T 758.90.580



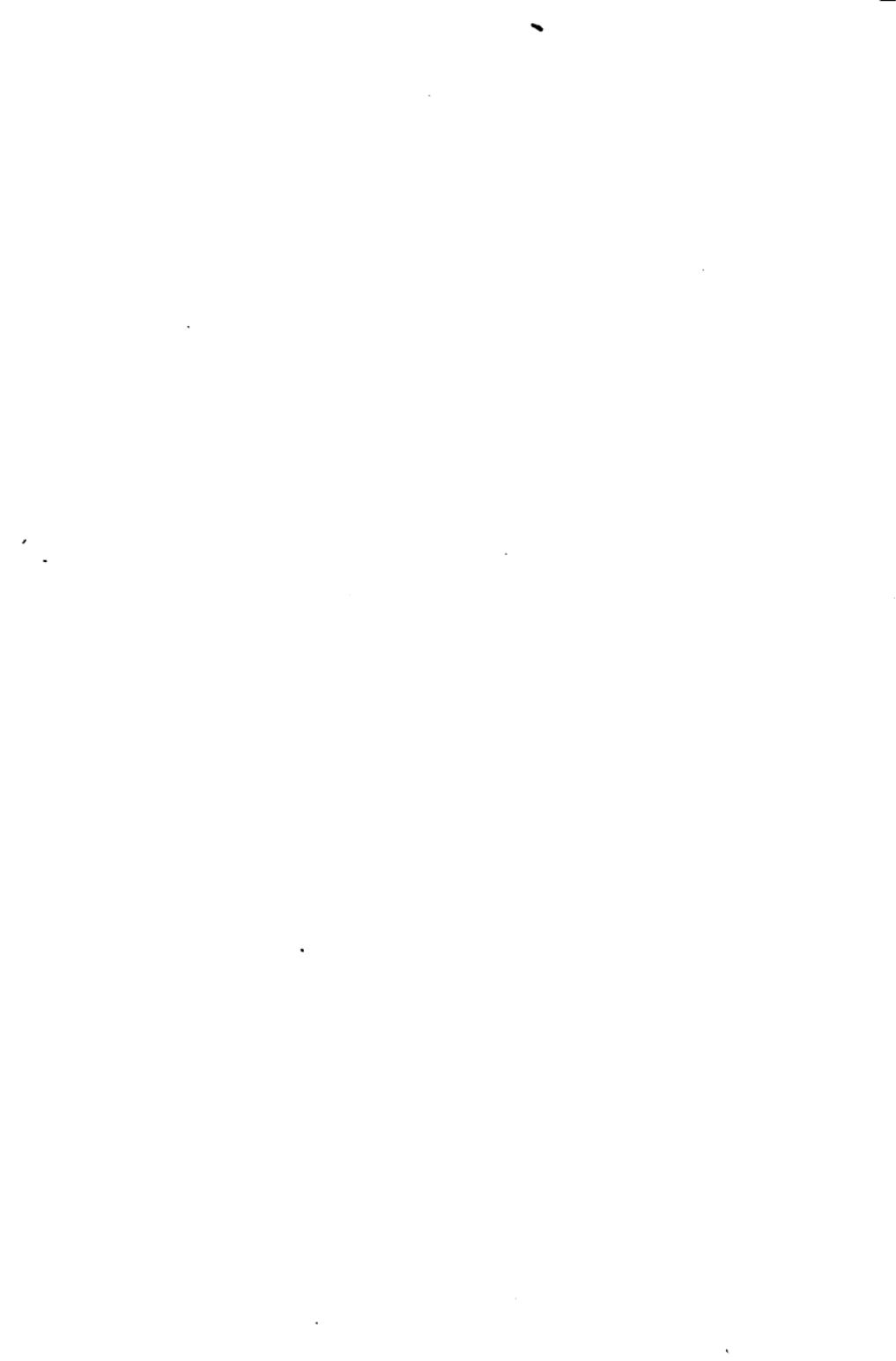
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METCALF'S LANGUAGE SERIES

SPELLING

AND

LANGUAGE BOOK

BY

ROBERT C. METCALF

SUPERVISOR IN THE BOSTON PUBLIC SCHOOLS

NEW YORK . . . CINCINNATI . . . CHICAGO

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Edwet 758.90.580

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DEC. 26, 1923

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W. P. 12

PREFACE.

THE author of this book does not *claim* to have compiled a complete Speller. He *claims* some credit for the plan by which *spelling* takes its proper place in a general scheme of language-work. Words are *learned*, only when they can be correctly *used*. The author has tried to keep this fact in mind while compiling the book.

Pupils should be taught to spell two classes of words: first, such words as they use daily; and, second, such other words as they are likely to see in the books they read, or to hear in the conversation of their elders.

Those who use this book will miss many difficult words usually found in the spelling-books. Such words have been purposely omitted. On the other hand, by examining the requirements in the language-work of the book, it will readily be seen that the words commonly used by the pupils must occur again and again. The plan of the book is really this, namely, *Every-day words in every-day English*.

The dictation exercises have been made or selected with great care, and it is believed that they will prove interesting and instructive.

THE AUTHOR.

BOSTON, August, 1887.

KEY

TO DIACRITICAL MARKS IN WEBSTER'S DICTIONARY.

VOWELS.

1. ā as in āle.
2. ā “ “ ādd.
3. ā “ “ āir.
4. ä “ “ ärm.
5. à “ “ àsk.
6. a “ “ all.
7. a “ “ what.

1. ē as in ēve.
2. ē “ “ ēnd.
3. ē “ “ ēre.
4. e “ “ eight.
5. ē “ “ ērmine.

1. ī as in īce.
2. ī “ “ īll.
3. ī “ “ pīque.
4. ī “ “ īrksome.

1. ā as in āld.
2. ā “ “ ādd.
3. ā “ “ āther.
4. ɔ “ “ dɔ.
5. ɔ “ “ wolf.
6. ô “ “ ôrder.
7. oo “ “ fōod.
- oo “ “ fōot.

1. ū as in ūse.
2. ū “ “ ūs.
3. ū “ “ rūde (oo).
4. ū “ “ pūll.
5. ū “ “ ūrge.

Proper Diphthongs.

UNMARKED.

oi or oy as in oil, toy.
ou “ ow “ “ out, vowel.

CONSONANTS.

| | |
|--|--|
| ç (soft) as in <i>merçy</i> . | th ¹ (sharp) as in <i>thing</i> . |
| e (hard) " " <i>eall</i> . | th (flat) " " <i>thine</i> . |
| ch ¹ " " <i>child</i> . | ng ¹ " " <i>sing</i> . |
| çh (soft) " " <i>çhaise</i> . | <u>n</u> " " <i>s<u>ink</u></i> . |
| eh (hard) as in <i>ehorus</i> . | ç (like <i>gz</i>) " " <i>exist</i> . |
| ḡ (hard) " " <i>ḡet</i> . | x ¹ (like <i>ks</i>) " " <i>six</i> . |
| ḡ (soft) " " <i>ḡem</i> . | ph ¹ (like <i>f</i>) " " <i>phantom</i> . |
| s ¹ (sharp) " " <i>same</i> . | qu ¹ (like <i>kw</i>) as in <i>queen</i> . |
| s̄ (flat) " " <i>has̄</i> . | wh ¹ (like <i>hw</i>) " " <i>what</i> . |

When one letter of an improper diphthong, or of a triphthong, is marked, the other vowels are silent; as in *āim*, *pēople*.

¹ Unmarked.

A WORD TO TEACHERS.

PUPILS should be required to prepare the lessons in this book carefully in writing.

Exercises in pronunciation should always precede the preparation of lessons. Diacritical marks have been occasionally used to assist in this work. The Key to Pronunciation, pages 4 and 5, and also the Dictionary, should be frequently consulted.

The following *language work* will be found on many pages. It is intended to be *suggestive* rather than *exhaustive*. Such work will certainly give pupils good training in spelling. Teachers who are fertile in resources will doubtless add other work equally valuable. It should consist of

1. ***Dictation exercises*** calculated to train pupils in the use of capital letters and punctuation-marks. Many of these have been selected from the best writers and are *memory gems*.
2. ***The construction of sentences*** illustrating the use of words designated by the teacher. Such sentences should sometimes be *statements* and sometimes *questions*.
3. ***Brief compositions*** suggested by some word or words in the lesson.
4. ***Letters and answers*** to letters from hints given by the teacher.
5. ***Brief descriptions*** of familiar objects from suggestions written on the blackboard.
6. ***Reproduction*** of simple stories that have been read to the class.

The following *devices* are designed to impress the correct forms of words on the pupils' minds. One or more of these devices may be used in connection with any spelling lesson.

1. Arrange the words of the lesson alphabetically.
2. Arrange the words of the same number of syllables in separate columns.
3. Make a list of all words accented on the last syllable; also a list of words accented on the last syllable but one.
4. Add *ing* and *ed* to all words that will take these endings.
5. Make a list of the words which suggest others. Use the words suggested in sentences. **EXAMPLE:** *vicious* suggests *vice*.

Also for advanced classes:—

6. Use words, selected from the lesson by the teacher, as nouns, adjectives, or verbs.
7. Use certain words as nouns and as verbs; note the changes in accent, or other changes in pronunciation.

SPELLING AND LANGUAGE.

PART I.

Lesson I.

This is the first lesson in spelling. It is not very hard. We can soon learn it. First we will read it and then we will write it.

*This is the first lesson in spelling.
It is not very hard. We can soon
learn it. First we will read it and
then we will write it.*

| | | | |
|-------|--------------|-----------|-----------------|
| then | <i>then</i> | hard | <i>hard</i> |
| very | <i>very</i> | soon | <i>soon</i> |
| learn | <i>learn</i> | will | <i>will</i> |
| read | <i>read</i> | les son | <i>lesson</i> |
| write | <i>write</i> | spell ing | <i>spelling</i> |

Lesson 2.

We should begin each sentence with a large letter. Such a letter is called a *capital*. We must not forget this rule.

| | | | |
|--------|--------|-----------|----------|
| rule | rule | let ter | letter |
| must | must | for get | forget |
| large | large | be gin | begin |
| called | called | cap i tal | capital |
| should | should | sen tence | sentence |

Lesson 3.

1. Cotton is used in making cloth.
2. A stupid boy is called a dunce.
3. Walter makes a great noise with his drum.

| | | | |
|-------|-------|---------|--------|
| used | used | great | great |
| noise | noise | drum | drum |
| cloth | cloth | stu pid | stupid |
| dunce | dunce | cot ton | cotton |
| makes | makes | mak ing | making |

Lesson 4.

Mary had ten new words to study to-day. They were one, two, three, four, five, six, seven, eight, nine, and ten.

| | | | |
|-------|--------------|--------|---------------|
| one | <i>one</i> | seven | <i>seven</i> |
| two | <i>two</i> | eight | <i>eight</i> |
| three | <i>three</i> | stud y | <i>study</i> |
| four | <i>four</i> | words | <i>words</i> |
| Ma ry | <i>Mary</i> | to-day | <i>to-day</i> |

Lesson 5.

There is a large maple tree stand-
ing beside the road near our house.
It is high and wide, and its limbs
are strong. In summer we have a
swing on it.

| | | | |
|-------|--------------|-----------|-----------------|
| there | <i>there</i> | be side | <i>beside</i> |
| road | <i>road</i> | ma ple | <i>maple</i> |
| limbs | <i>limbs</i> | sum mer | <i>summer</i> |
| swing | <i>swing</i> | stand ing | <i>standing</i> |

Lesson 6.

John took a long ride on his pony. The air was warm and the sky clear and blue. John said he had a fine time.

| | | | |
|------|--------------|-------|--------------|
| air | <i>air</i> | took | <i>took</i> |
| John | <i>Johns</i> | said | <i>said</i> |
| time | <i>time</i> | fine | <i>fine</i> |
| pony | <i>pony</i> | warm | <i>warm</i> |
| blue | <i>blue</i> | clear | <i>clear</i> |

Lesson 7.

Next day he went on a long walk. He took his little dog Snap with him. They were caught in the rain and both got wet.

| | | | |
|------|-------------|---------|---------------|
| rain | <i>rain</i> | walk | <i>walk</i> |
| both | <i>both</i> | Snap | <i>Snap</i> |
| next | <i>next</i> | went | <i>went</i> |
| they | <i>they</i> | caught | <i>caught</i> |
| were | <i>were</i> | lit tle | <i>little</i> |

Review.

Lesson 8.

| | | | |
|--------|---------------|-----------|-----------------|
| warm | <i>warm</i> | learn | <i>learn</i> |
| walk | <i>walk</i> | for get | <i>forget</i> |
| be gin | <i>begin</i> | les son | <i>lesson</i> |
| called | <i>called</i> | cap i tal | <i>capital</i> |
| caught | <i>caught</i> | spell ing | <i>spelling</i> |

Pupils will write four sentences, each containing at least three words of the review lesson.

Lesson 9.

Read the story, and write what you can remember of it. Put a period at the end of every complete statement.

STORY.

A little boy lay on the grass under an oak tree. He could see the little acorns on the branches of the great oak. Near by he saw a pumpkin vine, and on it a large yellow pumpkin. "O," said the little boy, "if I had made the world, I would have made this stout old oak all golden with beautiful pumpkins, and these mean little acorns might have grown on the lowly vine."

Just then an acorn fell from the tree and struck him on the nose. "Oh! oh!" said the foolish boy, "how lucky it is that I did not make the world, for if I had, a great pumpkin might have fallen and killed me."

Lesson 10.

A little brook flows through our field. We have made a small bridge over it. Sometimes we sail our boats in it.

| | | | |
|-------|--------------|------------|------------------|
| sail | <i>sail</i> | field | <i>field</i> |
| over | <i>over</i> | small | <i>small</i> |
| brook | <i>brook</i> | bridge | <i>bridge</i> |
| flows | <i>flows</i> | through | <i>through</i> |
| boats | <i>boats</i> | some times | <i>sometimes</i> |

Lesson 11.

Most boys like to play base-ball, though many get hurt while playing. The ball goes high in the air.

| | | | |
|-------|--------------|-----------|------------------|
| hurt | <i>hurt</i> | catch | <i>catch</i> |
| high | <i>high</i> | man y | <i>many</i> |
| goes | <i>goes</i> | though | <i>though</i> |
| most | <i>most</i> | play ing | <i>playing</i> |
| while | <i>while</i> | base-ball | <i>base-ball</i> |

Lesson 12.

The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Each begins with a capital. *Wednesday* is very hard to spell.

| | | | |
|---------|---------------|------------|------------------|
| are | <i>are</i> | Sun day | <i>Sunday</i> |
| week | <i>week</i> | Mon day | <i>Monday</i> |
| days | <i>days</i> | Tues day | <i>Tuesday</i> |
| be gins | <i>begins</i> | Wednes day | <i>Wednesday</i> |
| with | <i>with</i> | Thurs day | <i>Thursday</i> |
| each | <i>each</i> | Fri day | <i>Friday</i> |
| spell | <i>spell</i> | Sat ur day | <i>Saturday</i> |

Lesson 13.

James climbed the old apple-tree and found a robin's nest with three eggs in it. The nest was nearly hidden by green leaves and pink blossoms.

| | | | |
|-------|--------------|----------|---------------|
| eggs | <i>eggs</i> | rob in's | <i>robins</i> |
| green | <i>green</i> | near ly | <i>nearly</i> |
| found | <i>found</i> | hid den | <i>hidden</i> |

Lesson 14.

Frank goes to the beach every year. He likes to sit and watch the waves while he digs in the sand. Shells and smooth stones are found on the beach. Frank can write his name in the wet sand.

| | | | |
|-------|--------------|--------|---------------|
| year | <i>year</i> | stones | <i>stones</i> |
| beach | <i>beach</i> | found | <i>found</i> |
| waves | <i>waves</i> | watch | <i>watch</i> |
| every | <i>every</i> | smooth | <i>smooth</i> |

Lesson 15.

The rain falls in large drops and dashes against the window. It makes the flowers hold up their heads and washes the dust from the grass.

| | | | |
|----------|----------------|----------|----------------|
| drops | <i>drops</i> | dash es | <i>dashes</i> |
| their | <i>their</i> | wash es | <i>washes</i> |
| grass | <i>grass</i> | flow ers | <i>flowers</i> |
| a gainst | <i>against</i> | win dow | <i>window</i> |

Lesson 16.

The farmer sold his white horse and bought a large gray one. He calls her Jenny. He drives to market once each week with a heavy load from his farm, and he needs a strong horse.

| | | | |
|-------|-------|---------|--------|
| once | once | needs | needs |
| gray | gray | drives | drives |
| load | load | heavy | heavy |
| horse | horse | strong | strong |
| white | white | farm er | farmer |

Lesson 17.

Thomas lives in Boston. Henry and his parents live in New York. Thomas and Henry are cousins.

| | | | |
|---------|---------|----------|----------|
| names | names | proper | proper |
| Ohio | Ohio | Henry | Henry |
| Boston | Boston | letters | letters |
| parents | parents | cousins | cousins |
| Thomas | Thomas | New York | New York |

Lesson 18.

In this lesson you will have ten more new words. They are:

| | | | |
|-------|--------------|--------|---------------|
| awl | <i>awl</i> | aw ful | <i>awful</i> |
| buzz | <i>buzz</i> | brood | <i>brood</i> |
| broil | <i>broil</i> | bruise | <i>bruise</i> |
| brute | <i>brute</i> | bush y | <i>bushy</i> |
| burst | <i>burst</i> | an gry | <i>angry</i> |

Can you use them in sentences? Let us try the first word:

My father has a very sharp awl.

Now you may write nine more sentences, using the rest of the words. Begin every sentence with a capital letter.

Lesson 19.

NOTE.—Names of persons and places must begin with capital letters; as, **Mary**, **New York**. Such names are called *proper names*.

1. Write ten proper names which have been given in the previous lessons in this book.
2. Select ten proper names from your Geography and write them on your slate.
3. Select ten proper names from your Reader and write them on your slate.

Lesson 20.



1. Write the names of ten objects that you see in the picture.
2. Write the same words a second time, arranging them alphabetically, as in a Dictionary.
3. Write the same words in two forms, one meaning one object, and the other more than one.

Lesson 21.

| | | | |
|--------|---------------|--------|---------------|
| axis | <i>axis</i> | strain | <i>strain</i> |
| axle | <i>axle</i> | streak | <i>streak</i> |
| nurse | <i>nurse</i> | a loft | <i>aloft</i> |
| town | <i>town</i> | ar bor | <i>arbor</i> |
| straw | <i>straw</i> | ap ple | <i>apple</i> |
| street | <i>street</i> | an ger | <i>anger</i> |
| stripe | <i>stripe</i> | munch | <i>munch</i> |

Lesson 22.

We are going to camp, and Kate has packed a spider, kettle, tea-kettle, coffee-pot, and some tin pans and pails to carry with us. We shall each have a cup and saucer, plate, knife, fork, and spoon.

| | | | |
|-------|--------------|---------|---------------|
| pails | <i>pails</i> | camp | <i>camp</i> |
| Kate | <i>Kate</i> | knife | <i>knife</i> |
| fork | <i>fork</i> | car ry | <i>carry</i> |
| plate | <i>plate</i> | go ing | <i>going</i> |
| spoon | <i>spoon</i> | sau cer | <i>saucer</i> |

Lesson 23.

*January, February, March, April,
May, June, July, August, September,
October, November, and December
are the months of the year.*

Which months make up the spring? Which the winter? Which the summer? Which the fall, or autumn? Which season do you enjoy most?

What is one of the most common outdoor sports of boys or girls in the spring? summer? autumn? winter?

Lesson 24.

Once there were twelve chickens that lived together in a barrel. By day they went about looking for worms, but at night they slept in their cosy round house.

| | | | |
|--------|--------|---------|--------|
| house | house | lived | lived |
| slept | slēpt | worms | worms |
| co sy | cosy | round | round |
| night | night | a bout | about |
| twelve | twelve | bar rel | barrel |

Lesson 25.

Children have merry times in winter when the snow covers the ground. They throw snowballs at each other, build snow forts, and slide down hill upon their sleds.

| | | | |
|-------|------|-------|-------|
| hill | hill | balls | balls |
| snow | snow | throw | throw |
| up on | upon | times | times |

Lesson 26.

| | | | |
|--------|---------------|-----------|-----------------|
| please | <i>please</i> | a lone | <i>alone</i> |
| branch | <i>branch</i> | pen cil | <i>pencil</i> |
| a mong | <i>among</i> | pict ure | <i>picture</i> |
| brown | <i>brown</i> | num ber | <i>number</i> |
| bright | <i>bright</i> | bright ly | <i>brightly</i> |

1. Write the words of this lesson alphabetically.
2. Write three sentences that will require a period, and use one or more of the words above in each.
3. Write three sentences that will require a question-mark, and use one or more of the words above in each.

Lesson 27.

| | | | |
|--------|--------------|-----------|-----------------|
| ox | <i>ox</i> | ox en | <i>oxen</i> |
| goose | <i>goose</i> | geese | <i>geese</i> |
| ba by | <i>baby</i> | ba bies | <i>babies</i> |
| ber ry | <i>berry</i> | ber ries | <i>berries</i> |
| child | <i>child</i> | chil dren | <i>children</i> |

1. Write all the words in the lesson that mean one object.
2. Write five questions, using the words above that mean more than one.

Lesson 28.



1. Mary and her father are going to the mill with some grain. The house on the hill is Mary's home. Can you see the stacks of hay behind the barn?
2. Write a story about "Mary and her Home," and give a short account of her ride to the mill.

Lesson 29.

Dictation.

Is Richard attending school?
Will he go to college? What is
the sum of eleven, thirteen, fifteen,
seventeen, twenty, and thirty?

NOTE. — Notice that each question is followed by a question-mark.

| | | | |
|--------|--------|-----------|----------|
| sum | sum | ques tion | question |
| mark | mark | thir teen | thirteen |
| school | school | Rich ard | Richard |

Lesson 30.

ă as in măt (short a).

| | | | |
|------|-------|-------|---------|
| fact | scrap | scalp | flash |
| sand | catch | trash | track |
| back | drank | patch | prank |
| land | tramp | match | thank |
| band | plank | stamp | scratch |

Dictation.

1. Have you seen a scrap of paper to-day?
2. Yes, I saw one lying on the sand.
3. I will thank you to find it for me.
4. The wind blew it away before I could catch it.

Which words in the dictation exercise contain short a?

Lesson 31.

Incomplete Sentences.

Copy the following sentences, and fill the blanks with words selected from the columns above:

1. The boy went to the spring and some water.
2. I saw a man a on the wall.
3. The hunter was so far away that I could only see the of his gun.
4. I heard the of the soldiers before they came in sight.
5. The was playing while the soldiers marched.
6. She put a on the of his coat.

Lesson 32.

ē and ē.

| | | | |
|--------|--------|-------|-------|
| ēve | stēel | pěck | slěd |
| least | peep | steps | cent |
| lease | mete | mesh | desk |
| meek | beak | dense | lend |
| bleak | neat | spend | melt |
| theme | leech | check | fresh |
| sphere | stream | bench | mend |

1. Make a list of five other words containing ē.
2. Make a list of five other words containing ē.

Lesson 33.

Dictation.

We live in the United States. Our country is called the "United States" because many separate states are united under one government. The highest officer in the country is the President. He is chosen for four years, and resides in Washington.

Incomplete Sentences.

Copy the following sentences, and supply the missing words:

1. The country in which we live is called
2. It is so called because a large number
3. The President is the
4. He resides and is

Lesson 34.

Abbreviations.

NOTE.—Some words are shortened in writing, two or three letters only representing the whole word; as, Col. for Colonel, Esq. for Esquire, Rev. for Reverend, etc. Col., Esq., and Rev. are called *abbreviations*.

A period should be used after initials and abbreviations, as, Mr. R. C. Wentworth, Rev. R. M. Wilson.

Copy the following words and abbreviations:

| | | | |
|-------------|------------|----------------|--------------|
| Jan. . . . | January. | Sun. | Sunday. |
| Feb. . . . | February. | Mon. | Monday. |
| Mar. . . . | March. | Tues. | Tuesday. |
| Apr. . . . | April. | Wed. | Wednesday. |
| Aug. . . . | August. | Thurs. | Thursday. |
| Sept. . . . | September. | Fri. | Friday. |
| Oct. . . . | October. | Sat. | Saturday. |
| Nov. . . . | November. | A. M. (Latin), | Before Noon. |
| Dec. . . . | December. | P. M. (Latin), | After Noon. |

Lesson 35.

Dictation.

1. January and February are winter months.
2. March, April, and May are spring months.
3. June, July, and August are summer months.
4. September, October, and November are autumn months.
5. December is the first of the winter months.
6. The abbreviations of the names of the days of the week are *Sun.*, *Mon.*, *Tues.*, *Wed.*, *Thurs.*, *Fri.*, *Sat.*

Reviews.

Lesson 36.

Lesson 37.

| | | | |
|---------|-----------|---------|----------|
| beach | thank | en joy | mer ry |
| found | smooth | aw ful | col lege |
| watch | prop er | sphere | ber ries |
| car ry | farm er | no tice | climbed |
| strong | wash es | be side | cous ins |
| pen cil | flow ers | ma ple | Au gust |
| ev er y | au tumn | ba bies | play ing |
| sau cer | com mon | near ly | blos som |
| dash es | of fi cer | win ter | coun try |

Lesson 38.

Lesson 39.

| | | | |
|---------|-----------|------------|--------------|
| rob in | e lev en | hid den | Oc to ber |
| bruise | mar ket | pict ure | dic ta tion |
| spring | a gainst | cap i tal | Thurs day |
| bridge | pâr ents | base-ball | De cem ber |
| branch | out door | sum mer | Feb ru a ry |
| scratch | win dow | bright ly | No vem ber |
| though | thir teen | fol lowed | Sep tem ber |
| mouths | ques tion | chil dren | Wednes day |
| through | bright ly | some times | Wash ing ton |

NOTE.—Some words are spoken with only one impulse of the voice; as, man, box. Such words are said to have but one *syllable*.

Other words are pronounced with two or more impulses of the voice; as, Rob-ert, cent-u-ry, con-sti-tu-tion. Such words have two, three, or more syllables, according to the number of impulses given. The syllable receiving the strongest impulse is called the *accented* syllable, and is sometimes marked as follows: par'ents, beside'.

Lesson 40.

*Dictation.*

John has taken another long ride to-day on his pony. He met a man and a boy driving some cows. The pony was afraid of the cows. John held the reins firmly in his hands, and the pony could not run away.

Lesson 41.

| | | | |
|-------|---------|---------|-----------|
| rein | reins | cease | oth er |
| held | chirp | place | a fraid |
| long | south | chafe | long er |
| cows | north | coach | long est |
| coax | drove | chant | driv ing |
| hold | quick | chaise | hold ing |
| drive | de tēr' | driv en | an oth er |

1. Write five sentences that will require a period at the end, using words in the first column.
2. Write five sentences requiring a question-mark at the end, using words in the second column.

Lesson 42.

Dictation.

The earth is round like a ball. We live upon the surface. Most of it is covered with water. The largest bodies of water are called *oceans*. Atlantic, Pacific, Indian, Arctic, and Antarctic are names of oceans.

| | | | |
|------|----------|----------|-------------|
| sea | choose | sea son | Arc tic |
| seas | wa ter | bod ies | In dian |
| live | names | o ceans | Pa cific |
| like | bleach | larg est | At lan tic |
| dawn | sur face | cov ered | Ant arc tic |

How does a *brook* differ from a *river*? a *river* from a *lake*? a *lake* from an *ocean*?

Lesson 43.

Some parts of the ocean that extend into the land are called *seas*, *bays*, *gulfs*, *straits*, or *channels*. The water of the ocean and of the seas, bays, gulfs, straits, and channels is salt. The water of lakes and rivers is fresh.

| | | | |
|---------|---------|-----------|-----------|
| pain | bays | riv ers | o cean |
| gulfs | ris es | pret ty | turned |
| parts | charm | ex tend | si lence |
| some | stand | fresh er | to wards |
| when | see ing | seek ing | stretched |
| straits | scur vy | fresh est | chan nels |

Lesson 44.

Dictation.

Most of the people of our country are white, but there are some who are black, some yellow, and some of the color of copper. These people live in the same country, but their ways of living are very different. Some live in huts called wigwams. Others live in caves.

| | | | |
|--------|------------|-------------|---------------|
| lake | fōr est | brook | riv er |
| lakes | for ests | liv ing | hous es |
| these | peo ple | brooks | prai rie |
| those | cop per | am bush | prai ries |
| flesh | yel low | streams | coun try |
| dwell | peo ples | wig wam | wig wams |
| black | col ored | min er al | veg e ta ble |
| plains | coun tries | dif fer ent | veg e ta bles |

Lesson 45.

1. What are some of the uses of forest trees?
2. What are some of the uses of stone?

Dictation.

1. There are some streams of water so small that they are called brooks.
2. The copper-colored people call their houses wigwams.
3. A tree is a vegetable, and a stone is a mineral.
4. Plains are called by different names.
5. The great plains of the West are called prairies.

Lesson 46.

*Dictation.*

Arthur had been told by his mother not to meddle with the bees. He disobeyed her, and now he has been stung. Mothers usually know best, but little boys do not always think so. Do you know the name of any little boy who sometimes disobeys his mother?

Lesson 47.

| | | | |
|---------|-----------|-------------|---------------|
| was | been | be ing | med dle |
| sting | shock | known | moth ers' |
| work | knows | day time | look ing |
| o bey | moth ers | moth er's | sting ing |
| moth er | dis o bey | dis o beyed | dis o bey ing |

1. Write the names of all the things you can find in the picture above.
2. Write the names again so that each will mean more than one.
3. Write from memory the story of "Arthur and the Bees." Add anything you please to the story.

Lesson 48.

I as in pine and I as in plin.

| | | | |
|--------|-------|---------|-----------|
| prīze | sīgh | quīt | kīt ty |
| spice | hive | skip | six ty |
| shine | slide | sings | sis ter |
| blind | fight | kissed | rab bit |
| fright | spine | glimpse | skip ping |

1. Arrange the words above alphabetically.
2. Which words have but one syllable? Which two?
3. Write ten statements, using the words in the first and fourth columns.
4. Write five words that rhyme with *blind*.

Lesson 49.

ō as in nōte and ö as in nōt.

| | | | |
|-------|--------|--------|---------|
| blōw | ghōst | fōnd | knōbs |
| crow | holds | shops | cof fin |
| grōss | rogue | throb | gloss y |
| stone | drone | bod y | throng |
| wrote | be low | com et | bon net |

1. Write five questions, using the words *gross*, *crow*, *drone*, *comet*, *glossy*.
2. Write two words that rhyme with *fond*.
3. Gold, silver, iron, copper, lead, etc., are called *metals*. What are some of the uses of iron?

Lesson 50.

Dictation.

In school we learn about the surface of the earth, its countries and their inhabitants. We learn how the different people in the world live; how they cook their food, how they clothe themselves, and in what kind of houses they dwell. This study we call *geography*.

| | | | |
|-----------|-----------|------------|----------------|
| what | voy age | coun tries | rail roads |
| earth | sea port | some thing | con ti nent |
| north ern | south ern | east ern | west ern |
| de gree | sup ply | sup plies | ge og ra phy |
| ac tion | del dge | cloth ing | in hab it ants |

Lesson 51.

Fill the blanks below with words from Lesson 50.

1. Nearly all boys and girls like to study
2. By means of the of one part of a can receive from far away.
3. The is round like a ball.
4. A contains many

| | | | |
|---------|----------|-----------|-------------|
| bite | bites | bit ten | bit ing |
| broad | boots | blood | bet ter |
| douse | sto ry | a larm | sup plied |
| watch | doz en | down y | dough nut |
| brēath | be fore | sur prise | breath less |
| be long | be longs | be longed | be long ing |

Lesson 52.

Dictation.

People once thought that the earth was flat. They thought that if a person walked far enough, he would come to the end of the world. Columbus thought that the earth must be round. To prove it, he tried to sail around it, and by so doing he found America.

| | | | |
|-------|----------|-----------|-------------|
| a far | a gain | per son | walked |
| plain | e nough | thought | nat u ral |
| prove | an cient | a round | di vis ion |
| would | ac count | quar ter | Co lum bus |
| shown | an chors | al read y | act u al ly |

Lesson 53.

Sentence-making.

Write five sentences showing that you can use correctly the words *enough*, *thought*, *around*, *tried*, *plain*.

Copy the following sentences, and study the words in Italics.

1. The *people* whom *Columbus* found in *America* were *copper-colored*.
2. How can one *prove* that the earth is round?
3. A person who speaks without *thought* will have many *enemies*.
4. The *earth* does not look round to us, *because* we see so little of it.

Lesson 54.

Dictation.

In geography we learn about mountains that send out fire, smoke, and ashes; about frozen rivers that move slowly towards the sea; about great waterfalls and immense deserts; about countries where it is always warm, and of other countries where it is always cold.

| | | | |
|---------|----------|------------|--------------|
| where | Spain | A si a | burn ing |
| ash es | Nor way | Af ri ca | mov ing |
| slow ly | Swe den | Eu rope | im mense |
| bi ped | Mex i co | Eng land | wa ter falls |
| al ways | Can a da | A mer i ca | de pres sion |

1. Which of the countries, named above, are in America? Which are in Europe?

Lesson 55.



1. Write the names of all the objects seen in the picture.
2. Write a story from the picture.

Lesson 56.

Dictation.

Have you ever seen the North Star? All the other stars seem to move in the heavens. This one is always seen in the north. That is why it is called the North Star. Sailors find their way over the ocean by means of an instrument called a compass.

| | | | |
|-------|--------|----------|--------------|
| seen | eyes | point | com pass |
| tri o | quite | asked | mar i ner |
| does | a mid | hailed | ad mi ral |
| seem | pu pil | sail ors | sur round |
| move | means | heav ens | in stru ment |

Lesson 57.

1. Copy these sentences, and fill the blanks:

The small bright star in the north is called the

Men who sail ships over the are called

They follow the right course by means of a The needle of the always points to the The four principal points of the compass are north, south, east, and west.

2. Write five sentences, using the words *instrument*, *heavens*, *sailors*, *compass*, *always*.

3. Ask five questions, using the same five words.

4. Write one sentence, using the words *heavens* and *sailors*.

Lesson 58.

Dictation.

The sun rises in the east and sets in the west. When one stands with his right arm stretched towards the east and his left towards the west, like the boy in the picture, his face will be turned towards the north and his back towards the south.



1. Write the names of five things in the picture above in two forms, one meaning one object, and the other more than one.
2. Ask five questions suggested by the picture.

Lesson 59.

| | | | |
|---------|---------|-----------|--------------|
| fu el | mi ser | colt ish | mul ti ply |
| husk | clev er | mud dy | dic ta tion |
| chink | milk y | mourn er | mis tak en |
| mound | hor rid | mince-pie | sev en teen |
| mumps | huge ly | mid dling | mis er a ble |
| most ly | twen ty | min u end | twen ty-five |
| hu man | mur der | mourn ing | mon u ment |

Lesson 60.

| | | | |
|-------|---------|----------|---------|
| veer | căr ol | ca ress' | a bly |
| died | de fer' | af ford' | vot er |
| whit | val or | ban ish | vig or |
| urge | rain y | arm ful | val ue |
| wick | rat tle | use less | veine |
| view | a dore | of fered | vic tor |
| trick | va por | whīt en | pre fer |

Lesson 61.

Lesson 62.

| | | | |
|---------|----------|------------|-------------|
| troop | bat ter | pal frey | foam y |
| beast | ad mit | ad verb | at tack |
| quay | sand y | of fense | vast ly |
| carve | na ked | var nish | mān ger |
| beam | rare ly | capt ure | Ve nus |
| pride | los ing | sad ness | ven om |
| ze ro | na tion | de clare | vul gar |
| oil y | nat ure | ripe ness | pre fix |
| rav el | pack et | pack age | věr i ly |
| va ry | ob tain' | neck lace | van i ty |
| tri fle | wid en | va ri e ty | op po site |
| sa ble | sal low | verd ure | ob sta cle |
| pår ing | zig zag | vol ume | van quish |
| pōr ous | bas ket | base ment | neg li gent |

Lesson 63.

1. Copy the words in Lesson 62, and mark the accented syllables.
2. Use all the words in the first column in sentences.

Lesson 64.

*Dictation.*

The children in the picture are spending the day on the sea-shore. Can you see the vessels in the distance? One of them is almost out of sight. Another is coming towards the shore, and seems to be rising out of the water. This seems so because the earth is round.

A ship has three masts. Some ships are very large. A schooner usually has only two masts. A sloop has only one mast. A yacht is a pleasure-boat.

Lesson 65.

| | | | |
|-------|----------|----------|--------------|
| keel | till er | drawn | sail ing |
| sails | sailed | chance | ves sels |
| bows | doubt | dar ing | be tween |
| stern | world | start ed | fore-mast |
| prow | cab in | rud der | wind lass |
| sloop | ca noe | reached | bin na cle |
| catch | cut ter | miz zen | main-mast |
| chase | barque | rig ging | steam boat |
| yacht | cap stan | Nep tune | fore cas tle |

Lesson 66.

Dictation.

The surface of the earth consists of land and water. There is no part of the surface that is neither land nor water. There are different names for the different parts of land and water.

Bodies of Land.

| | | | |
|-----------|-----------|--------------|---------------|
| ō' a sis | ō' a sēs | vol ca no | vol ca noes |
| val ley | val leys | isth mus | isth mus es |
| des ert | des erts | moun tain | moun tains |
| pla teau' | pla teaus | con ti nent | con ti nents |
| prai rie | prai ries | pen in su la | pen in su las |

Lesson 67.

1. What is the difference between an *island* and a *peninsula*?
2. What is the difference between a *plain* and a *valley*?

Copy the sentences below, and fill the blanks:

1. An is a narrow neck of land joining two larger bodies of land. The word means *neck*.
2. A is sometimes called a table-land.
3. A is a body of land nearly surrounded by water. The first part of the word means *almost*.
4. A body of land entirely surrounded by water is an
5. A is very much larger than an

Lesson 68.

Birds.

| | | | |
|------|-----------|------------|---------------|
| owl | ea gle | spar row | cat-bird |
| dove | par rot | par tridge | blue bird |
| duck | pig eon | pea cock | black bird |
| gull | os trich | ca na' ry | yel low-bird |
| hawk | ō' ri ōle | swal low | hum ming-bird |

1. Which of the birds named above have you ever seen alive?
2. Write a short account of any one of them.

Lesson 69.

Fill the blanks with names from the lesson above.

1. The farmer does not like the s because they destroy his corn.
2. The is very beautiful with his red and black feathers.
3. It is often said that one does not make a summer.
4. The is frequently called a
5. The is very small and very beautiful.

Dictation.

On the cross-beam under the Old South bell
 The nest of a pigeon is builded well.
 In summer and winter that bird is there,
 Out and in with the morning air.

WILLIS.

Lesson 70.

Names of Vegetable Growths.

| | | | |
|---------|----------|-----------|----------------|
| pea | po ta to | cel e ry | ar ti choke |
| beet | pars nip | spin ach | cu cum ber |
| bean | cab bage | ḡēr kin | dan de li on |
| squash | mus tard | chic o ry | as par' a gus |
| tur nip | pump kin | to ma' to | cau li flow er |

1. Arrange the words in this lesson alphabetically.
2. Which words have one syllable? Which two? Which three? Which more than three?
3. Which of the vegetables named in the lesson have you seen and tasted?

Lesson 71.

Names of Vegetable Growths.

| | | | |
|---------|----------|-----------|---------------|
| rye | on ion | clo ver | rad ish |
| oats | gar lic | bar ley | to bac co |
| corn | car rot | pars ley | can ta loupe |
| wheat | truf fle | rhu barb | pep per-grass |
| cit ron | let tuçe | egg-plant | wa ter mel on |
| pick le | cow slip | mush room | musk mel on |

Which of the vegetables mentioned in this lesson are eaten raw? Which must be ground before being cooked? Which do you like best to eat? Which of the vegetables are *grains*? Which grow wild? Which are cultivated?

Lesson 72.

Names of Fruits.

| | | | |
|--------|---------|-----------|--------------|
| fig | peach | lemon | raspberry |
| pear | prune | apricot | strawberry |
| dates | rasin | banana | blackberry |
| plum | apple | orange | gooseberry |
| grape | cherry | blueberry | whortleberry |
| quince | currant | persimmon | thimbleberry |

1. Arrange the words in this lesson alphabetically.
2. Which of the fruits have you seen and tasted?
3. Which grow in foreign countries?
4. Which grow in our own country?
5. Which contain a stone?

Lesson 73.

Materials used in Cooking.

| | | | |
|-------|---------|----------|----------|
| salt | sage | cider | allspice |
| sago | flour | butter | nutmeg |
| meat | meal | ginger | tapioca |
| mace | pepper | vinegar | cinnamon |
| clove | raisins | molasses | macaroni |

1. Which of the materials mentioned grow or are made in our own country? Which in foreign countries?
2. Mention some of the uses of nutmeg, cinnamon, vinegar, and tapioca.

Lesson 74.

ū as in cube and ū as in cūb.

| | | | |
|------|-------|---------|--------|
| glūe | būck | jūice | blūsh |
| feūd | ūg ly | slūice | lūnch |
| fūme | dūmb | ūn ion | crūtch |
| mūte | nūmb | ūs u al | plūmb |

1. Arrange the words above alphabetically.
2. Write five words that rhyme with *glue*.
3. Write five words that rhyme with *plumb*.

Review.

Lesson 75.

glue
feud
juice
what
catch
sluice
yacht
doubt
where
theme
would
sphere
crutch
barque
pla teau

Lesson 76.

kissed
ash es
o a sis
ca noe
rai sin
bit ten
val ley
us u al
rab bit
gloss y
peo ple
cher ry
cop per
glimpse
cur rant

Lesson 77.

sail ors
let tuce
prai rie
In dian
voy age
prai ries
spin ach
to ma to
ac count
a pri cot
an chors
isth mus
cab bage
rhu barb
schoon er

Lesson 78.

o ri ole
pars ley
med dle
all spice
Pa cif ic
ca na ry
ba na na
sting ing
vin e gar
skip ping
moth er's
mo las ses
act u al ly
can ta loupe
pen in su las

Lesson 79.

vel vet
gig gle
re cess
fig ure
but ton
sud den
at tic
nerve
whole
an vil
knock
ar my

boil
beer
sofa
bend
blaze
bleed
birch
lev el
blunt
luck y
brain
bring

Lesson 80.

brig
brag
bawl
brisk
brass
ar row
chat
arch
ache
al so
a las
pane

cit y
bead
clam
chest
clash
comb
chain
clown
cough
ce dar
be gan
lone ly

Lesson 81.

ad der
a head
al low
sor ry
blame
board

broke
bump
of fice
breast
bound
bot tle

oft en
al bum
ac cent
cen ter
bil low
change

bar ber
beck on
near est
cli mate
hun gry
flo r ish

Lesson 82.

Copy, learn, and write from memory:

“Little by little,” said a thoughtful boy,
Moment by moment, I’ll well employ,
Learning a little every day,
And not misspending my time in play;
And still this rule in my mind shall dwell:
‘Whatever I do, I will do it well.’”

Lesson 83.



Henry and his sister Annie are looking at the squirrels in the cage. Henry wishes to buy them and carry them home, but Annie thinks it cruel to shut them up. She thinks the squirrels in the tree must be a great deal happier. What do you think?

Fill the blanks:

I can see two in a Henry and are at them. Little thinks it to shut them up, but to them and carry them home. Which do you think is ?

Lesson 84.

| | | | |
|---------|-----------|----------|------------|
| buy | buys | fall en | wished |
| wish | years | hap py | bought |
| a ble | for ty | ex pect | be long |
| clean | un der | car ries | re sides |
| cru el | sis ters | chos en | ar rest |
| sis ter | wish es | buy ing | hap pi er |
| hon or | cru el ly | wish ing | car ry ing |

Lesson 85.

Things in the Kitchen.

| | | | |
|-------|---------|------------|------------|
| sink | ta ble | ba sin | tow el |
| soap | brush | dip per | ket tle |
| stove | broom | dish-pan | tea-pot |
| chair | boil er | coal-hod | skim mer |
| clock | pok er | dust-pan | sauce pan |
| pump | shov el | flat-i ron | grid i ron |

1. Write the names in Lesson 85 so that each shall mean more than one.

2. What use is made of a skimmer? of a gridiron? of a saucepan?

Lesson 86.

Words used in the School-room.

| | | | |
|--------|----------|-----------|---------------|
| bell | tar dy | an swer | point er |
| map | frig id | writ ing | e qua tor |
| slate | tör rid | chap ter | plat form |
| book | trop ic | read ing | book-case |
| po lar | trop ics | his to ry | copy-book |
| wrong | e ras er | mis take | black board |
| prompt | draw ing | com merce | a rith me tic |

Sentence-making.

1. What have you learned in school about the words *torrid*, *frigid*, and *tropics*?

2. For what is an *eraser* used? a *pointer*? a *map*?

Lesson 87.

Dictation.

"The sponge when alive is a colony of tiny animals. At first an object appears like a small yellow egg swimming in the water. This contains the real eggs. It adheres to some hard substance. Here the tiny animals increase in number until they look like a mass of jelly. The larger openings in the sides are inlets for food."

| | | | |
|-------|----------|----------|------------|
| face | parts | jel ly | plain ly |
| firm | af ter | it self | an i mal |
| sides | spong e | mouths | sub stance |
| done | larg er | fast ens | o pen ings |
| grows | se lects | ap pears | swim ming |

Write five questions showing that you can use correctly the words *appears*, *swimming*, *jelly*, *substance*, *selects*.

Lesson 88.

| | | | |
|-------|--------|--------|------------|
| whey | click | a side | car ried |
| whiff | claws | a way | ar ti cle |
| noose | wir y | en vy | con nect |
| wince | cheek | cheeks | creat ure |
| whisk | clouds | mer cy | con sid er |

1. Which words have only one syllable? two? three?
2. Write three sentences, showing that you can use correctly the words *click*, *noose*, *wince*.

Lesson 89.

Dictation.

"Look at the sponge on your desk. The jelly is all gone. It is a skeleton of the mass. Observe the openings in the sides. These are canals to carry food to all parts of the mass. Very tiny animals and plants in the water furnish the sponge with food."

| | | | |
|-------|--------|---------|-----------|
| tiny | fierce | canals | doubled |
| deny | plants | doubt | midway |
| think | divide | supply | sticking |
| dodge | dodged | furnish | imagine |
| carry | decide | deeded | quivering |

1. Arrange the words alphabetically.
2. Which words contain long *i*? Which contain short *i*? Which words are names?
3. What is the meaning of the word *deny*? *tiny*?
4. What are canals, and what use is made of them?

Lesson 90.

| | | | |
|--------|--------|---------|-----------|
| steer | stolen | sunset | surface |
| steep | return | suburb | prepare |
| prison | ribbon | sunrise | Cambridge |

From the letters in the word *Cambridge* several other words can be made; as, *ridge*, *bridge*, *dirge*, *cab*, *ride*, etc.

1. What words can you make from the letters in the word *surface*?

Lesson 91.

Dictation.

Divers go down to the bed of the ocean to get sponges. The sponges are put in large tanks of shallow water. There they decay, and only the skeleton is left. This is washed and dried in the sun.—“*Language Exercises.*”

| | | | |
|-------|---------|-----------|---------------|
| join | fi ber | killed | read er |
| gone | de cay | gained | ea si ly |
| on ly | height | in deed | kill ing |
| dried | di vers | leav ing | skel e ton |
| tanks | washed | shal low | beau ti ful |
| hands | glimpse | ev i dent | veg e ta tion |

Write all that you know about *divers*,—their work, dangers, dress, etc.

Lesson 92.

| | | | |
|--------|---------|---------|-----------|
| lean | climb | hand y | play ful |
| mew | laugh | nice ly | whis tle |
| ditch | swing | kit ten | keep ing |
| e lect | choice | er rand | wal nuts |
| perch | round | hooked | crack ers |
| sneeze | cor set | re mark | stoop ing |

1. Use these five words correctly in sentences: *remark*, *handy*, *hooked*, *perch*, *playful*.
2. How many letters in the word *sneeze*? How many sounds?

Lesson 93.

Copy the following letter, and study carefully its form.

BOSTON, June 6, 1887.

DEAR COUSIN ALLAN,—

Mamma has just told me that I may invite one of my cousins to spend a part of the vacation with me here in Boston. Of course, you are the cousin that I want most. Will you come?

We can go down the harbor on the steamboats, or we can visit some of the places of amusement in the city. We certainly shall have a good time.

Please ask your mamma to let you come and stay at least two weeks. I shall look for your answer to this letter in three days.

Your loving cousin,

HERBERT.

Lesson 94.

| | |
|--------------------|-----------|
| lath | dig it |
| belle | cir cus |
| grief | bee tle |
| didst | bel fry |
| boast | bel low |
| gu ^{yl} d | ban ter |
| bômb | dick er |
| bod y | bank er |
| mulch | be came |
| bleach | ex pend |
| blis ter | vi o lets |

Lesson 95.

| | |
|-----------|-----------|
| aw ful | has ty |
| fres co | hec tic |
| ban ish | ex cuse |
| bea ver | bap tist |
| be hold | bap tize |
| fresh et | maid en |
| fresh en | bed-time |
| blind ly | bank ing |
| blem ish | beneath |
| bond age | gra cious |
| spend ing | bank rupt |

Lesson 96.

ALLAN'S ANSWER TO COUSIN HERBERT.

Write the following letter in full.

ALBANY, June 10, 1887.

DEAR COUSIN HERBERT,—

I was very and am much pleased favorite cousin.

You and Aunt Mary are very and my mamma and stay I have many things but shall see you take the time to write now.

You may expect me on the reaches Boston Will you the depot?

Your loving cousin,

.....

Lesson 97.

| | |
|--------|---------|
| glass | in let |
| guilt | es tate |
| glare | gos sip |
| glaze | jin gle |
| globe | grāt er |
| ex ist | in sect |
| gland | gob let |
| glo ry | in fant |
| glance | gob lin |
| gid dy | gen tly |
| hound | grim ly |
| grudge | hun ger |

Lesson 98.

| | |
|-----------|------------|
| ho tel | last ly |
| in sist | lē gend |
| grot to | lee way |
| grav el | griz zly |
| gut ter | in stant |
| greas y | great ly |
| hĕr ald | grid dle |
| hor ror | glut ton |
| greed y | grap ple |
| hob ble | grum ble |
| hor net | ex ist ing |
| ex ist ed | gram mar |

Lesson 99.

| | |
|--------|---------|
| forge | out go |
| finch | es cort |
| freak | ex cite |
| flank | e vade |
| fa tal | en tice |
| fi nal | gra vy |
| fleece | ex pel' |
| fel on | es tray |
| chart | froz en |
| purse | gold en |

Lesson 100.

| | |
|----------|-----------|
| ex cess' | ex pand |
| flax en | ex plain |
| oys ter | ex clude |
| ex pire | ex plode |
| pul pit | fer ment |
| glaz ing | foun der |
| en sign | frac tion |
| form al | for ward |
| ex port | flap jack |
| lim ber | mon ster |

Lesson 101.

| | |
|---------|---------|
| blend | out law |
| frame | rag ged |
| ounce | glass y |
| group | heav en |
| pun ish | fum ble |
| | |
| | |
| | |
| | |

| | |
|----------|-----------|
| ex pose | ex treme |
| lim pid | proud ly |
| fam ish | four teen |
| ex' pert | pud ding |
| en gage | cham ber |
| | |
| | |
| | |
| | |

Lesson 102.

Dictation.

The proudest motto for the young!

Write it in lines of gold

Upon thy heart, and in thy mind

The stirring words enfold;

And in misfortune's dreary hour,

Or fortune's prosperous gale,

'Twill have a holy, cheering power,—

"There's no such word as *fail*."

Lesson 103.

Dictation.

So the Bluebirds have contracted, have they, for a house?
 And a nest is under way for little Mr. Wren?
 Hush, dear, hush! Be quiet, dear; quiet as a mouse.
 These are weighty secrets, and we must whisper them.

SUSAN COOLIDGE.

1. Write the names of five bipeds and five quadrupeds.
2. Which of the ten animals named live entirely upon animal food?
3. Which live entirely upon vegetable food?
4. Which live upon both kinds of food?
5. What are shell-fish? Name five kinds.
6. Which of the five kinds are good to eat?
7. Write a short account of one kind, telling *where found, how taken, and how prepared for food.*

Lesson 104.

| | | | |
|---------|----------|-----------|------------|
| twist | lin en | sus tain | för eign |
| twine | tres tle | treas on | tres pass |
| trip le | pub lic | tör rent | turmoil |
| twitch | ten ant | tort ure | treas ure |
| thread | tim ber | ab scess | tumb ler |
| tus sle | trib ute | thick et | min strel |
| tur ret | trink et | a chieve | team ster |
| twinge | tri umph | trun dle | sun shine |
| pure ly | sum mon | mag ni fy | fort night |

Lesson 105.

Dictation.

A still small voice spake unto me,
 "Thou art so full of misery,
 Were it not better not to be?"

Then to the still small voice I said:
 "Let me not cast in endless shade
 What is so wonderfully made."

TENNYSON.

Lesson 106.

| | |
|--------|--------|
| roar | strict |
| trout | rul er |
| plant | praise |
| ru in | tū tor |
| rouse | ten or |
| sweat | rust y |
| thirst | tow er |
| thrive | thrush |
| swarm | switch |
| swamp | pop py |

Lesson 107.

| | |
|---------|------------|
| pi ous | lute |
| rel ish | bu gle |
| sul try | gui tar' |
| pěr ish | spin et |
| tin der | cor' net |
| tink er | pi a no |
| ten der | vi o lin |
| pock et | cym bal |
| re ward | trump et |
| mut ton | trom' bone |

1. Which of the words above are names of stringed instruments?
2. Which are names of wind instruments?
3. What is the difference between the two kinds of instruments?
4. What drug is manufactured from the poppy? Describe its effects when taken into the stomach.

Lesson 108.

Dictation

Know Old Cambridge? Hope you do.
 Born there? Don't say so! I was, too.
 (Born in a house with a gambrel-roof,
 Standing still, if you must have proof.
 "Gambrel?—Gambrel?" let me beg
 You'll look at a horse's hinder leg,—
 First great angle above the hoof,
 That's the gambrel; hence gambrel-roof)
 Nicest place that ever was seen.

From "The Autocrat."

Lesson 109.

| | |
|----------|----------|
| mer it | loaf er |
| mouse | this tle |
| mot to | loud ly |
| mil ler | tour ist |
| muf fle | suc cess |
| mim ic | tick ing |
| mow er | sug gest |
| dic tate | cy clone |
| mus ter | swin dle |
| man tel | pen man |

Lesson 110.

| | |
|-----------|-----------|
| gris tle | look out |
| cul prit | fu ri ous |
| cus tard | like ness |
| grat ing | nov el ty |
| re move | pros pect |
| cush ion | pinch ers |
| twin kle | doubt ful |
| stum ble | birth day |
| grī mace' | pur chase |
| cun ning | pru dence |

1. What is the difference between a *mantel* and a *mantle*?
2. What is a *motto*? Give an example.

Reviews.

Lesson III.

| | | | |
|----------|---------|----------|-------------|
| ca nals | ti ny | mut ton | de cid ed |
| par rot | mace | cym bal | tap i o ca |
| pig eon | fel on | cur rant | skel e ton |
| gui tar | guild | gher kin | grid i ron |
| ab scess | ea gle | spar row | car ry ing |
| bap tize | stol en | tri umph | beau ti ful |

Lesson II2.

Lesson II3.

| | | | |
|----------|-----------|------------|----------------|
| it self | shal low | chic o ry | ar ti choke |
| lep er | ap pears | cun ning | sug gest ed |
| pul let | a chieve | e qua tor | rasp ber ry |
| ba sin | swal low | hap pi er | swim ming |
| trip le | ā pri cot | skim mer | cin na mon |
| tus sle | to bac co | im ag ine | veg e ta ble |
| cel er y | quince | mince-pie | Cam bridge |
| fast ens | tres tle | im mense | as par a gus |
| e ras er | car rot | par tridge | veg e ta tion |
| aus tere | whis tle | huge ly | a rith me tic |
| cy clone | gri mace | squir rel | cau li flow er |
| tur moil | pur chase | cru el ly | per sim mon |

Lesson II4.

Copy, learn, and write from memory:—

“Tis the rule of the land, that, when travelers meet,
 In highway or by-way, in alley or street,
 On foot or in wagons, by day or by night,
 Each favor the other and turn to the right.”

Write in your own words the meaning of this stanza.

Lesson 115.

Copy, learn, and write from memory.

BOYS WANTED.

1. Boys of spirit, boys of will,
Boys of muscle, brain, and power,
Fit to cope with anything,—
These are wanted every hour.
2. Not the weak and whining drones,
Who all troubles magnify,—
Not the watchword of "I can't,"
But the nobler one, "I'll try."
3. Do whate'er you have to do,
With a true and earnest zeal;
Bend your sinews to the task,—
"Put your shoulder to the wheel."
4. In the workshop, on the farm,
Or wherever you may be,
From your future efforts, boys,
Comes a nation's destiny.

Lesson 116.

1. Write out in your own words the meaning of the third line in the first stanza above.
2. Who are "whining drones"?
3. What is it to "magnify troubles"?
4. Write out your thoughts about the fourth stanza.

PART II.

Lesson I.

WHEN we use our own words to tell what another person says, we use what is called an *indirect quotation*; as, Annie said that Mary was the tallest girl in the class. Here we tell what Annie said, but do not use Annie's words. If we *had* used Annie's words, the sentence would have been written as follows: Annie said, "Mary is the tallest girl in the class," and the words "Mary is the tallest girl in the class," would be a *direct quotation*.

Direct quotations must begin with capital letters, and must be enclosed by quotation-marks. (" ")

Dictation.

1. I heard the little girl say that she was going home.
2. The Bible says, "Do unto others as you would that they should do to you."
3. How often we hear people say "I can't," when the truth is that they have never really tried!

| | | | |
|-------|----------|-----------|-------------|
| cān't | dī rect | tall est | writ ten |
| truth | An nie | fol lows | in va lid |
| heard | per son | in ward | en closed |
| mirth | re al ly | sen tence | in di rect |
| would | mild ly | an nounce | quo ta tion |

Lesson 2.

Dictation.

In ancient days the most celebrated precept was, "Know thyself"; in modern times it has been supplanted by the more fashionable maxim, "Know thy neighbor, and everything about him." — JOHNSON.

Color and Form.

| | | | |
|-------|-------|---------|------------|
| red | gray | an gle | vi o let |
| line | green | sphere | ör ange |
| blue | black | square | ob long |
| cube | prism | cir cle | cyl in der |
| white | brown | yel low | tri an gle |

1. How many angles in a triangle? In an oblong?
2. Which words in the lesson are names of colors?
3. What is a square? What is an oblong?

Lesson 3.

Place and Size.

| | | | |
|--------|-------|----------|-----------|
| left | great | larg er | lit tle |
| long | right | un der | larg est |
| large | short | be fore | be hind |
| a bove | small | small er | small est |

1. Which of these words denote place? Which size?
2. Write eight sentences, using the words in the first two columns of Lesson 3.

Lesson 4.

Dictation.

Sir Walter Raleigh says, "No one can take less pains than to hold his tongue. Hear much, and speak little; for the tongue is the instrument of the greatest good and the greatest evil done in the world."

Parts of the Body.

| | | | |
|--------|-------|---------|------------|
| pälm | knee | thigh | stom ach |
| tooth | wrist | brain | knuck le |
| beard | scalp | throat | shoul der |
| thumb | skull | an kle | skel e ton |
| tongue | cheek | fin ger | mus täche |

Use these names in sentences so as to tell where the *part of the body* is. EXAMPLE: The *mustache* is that part of the *beard* which grows on the upper lip.

Lesson 5.

Clothing.

| | | | |
|--------|----------|-------------|------------|
| hood | ruf fle | bon net | sacque |
| cloak | jack et | trou sers | cra vat |
| shawl | col lar | o ver coat | neck-tie |
| glove | mit tén | o ver shoe | stock ing |
| a pron | slip per | pet ti'coat | o ver alls |

Which of these articles are commonly made from wool? from cotton? from flax?

Lesson 6.

NOTE.—The word **house** means one house; the word **houses** means more than one house. The word **book** means one book; the word **books** means more than one book. You will notice that adding **s** to the words **house** and **book** makes them mean more than one.

Names that mean but *one* are said to be **singular**; those that mean *more than one* are said to be **plural**.

Copy the following words, and then write them so that they will mean more than one.

| | | | |
|--------|----------|----------|----------|
| fool | ea gle | an gel | par rot |
| door | les son | sail or | pil low |
| thing | guin ea | han dle | chis el |
| shawl | com ma | schol ar | spar row |
| school | mis take | hel met | mo ment |

Lesson 7.

NOTE.—Some words add **es** to make them plural.

Copy the following words, and against each write its plural.

| | | | |
|-------|--------|-----------|-----------|
| fox | gash | bush | bunch |
| box | moss | he ro | match |
| sash | mass | witch | trench |
| torch | brush | ne gro | church |
| punch | re bus | tor pe do | tor na do |

Which words in the lesson have more syllables when *plural* than when *singular*?

Lesson 8.

NOTE.—Some names that end in *f* or *fe* change the *f* or *fe* into *ves* in the plural.

| | | | |
|-------|---------|-------|---------|
| beef | beeves | elf | elves |
| wolf | wolves | life | lives |
| thief | thieves | shelf | shelves |
| wharf | wharves | sheaf | sheaves |

1. Write eight sentences, using the words in the first and third columns.

2. Rewrite, using the plurals of these words.

Lesson 9.

NOTE.—Letters are divided into **vowels** and **consonants**. A **vowel** is a letter that represents a pure tone. The vowels are *a*, *e*, *i*, *o*, *u*. Also *w* and *y* are vowels when they have the same sound as *u* or *i*.

If a name ends with *y* preceded by a vowel, *s* is added to make it mean more than one; as, *monkey*, *monkeys*.

If a name ends with *y* preceded by a consonant, the *y* must be changed to *i* and *es* added to make it mean more than one; as, *fly*, *flies*.

Write the following words so that they will mean more than one, and give a reason for the spelling.

| | | | |
|--------|---------|----------|------------|
| key | en e my | val ley | cher ry |
| la dy | dum my | sal a ry | don key |
| ba by | mon key | tur key | chim ney |
| pen ny | mum my | fam i ly | at tor ney |

Mark the *long* and the *short* vowel sounds in the words above. Which two accented syllables sound just alike?

Lesson 10.

| | | | |
|---------|---------|--------------|------------|
| cheer | act ive | act u al | check eɪ |
| chime | bru tal | in quire | child ish |
| cheese | bub ble | cheer ful | act ive ly |
| ab hor | buck le | ac tiv i ty | bru tal ly |
| thought | buck et | bru tal i ty | hand some |

1. Which words have two syllables? three? four?
2. Which words are accented on the first syllable? Which are accented on the second syllable?
3. In which of the accented syllables do we hear long *i*? short *u*? short *a*? long *oo*?
4. Write five sentences, using the words *inquire*, *abhor*, *brutal*, *brutally*, and *childish*.

Lesson II.

| | | | |
|---------|-------------|-----------|------------|
| ex cel | de sire | e ven | de tach |
| ex alt | ex ceed | e ther | for tress |
| de pot | de pos it | de tect | e ter nal |
| for got | ex am ple | for ti fy | e ven ing |
| de sign | for got ten | de prive | di a logue |

Dictation.

A book may be compared to the life of your neighbor. If it be good, it cannot last too long; if bad, you cannot get rid of it too early.—BROOKE.

A good book is the best of friends,—the same to-day and forever.—TUPPER.

Lesson 12.

| | | | |
|-------|---------|---------|-----------|
| rinse | la dle | dōç yle | fos sil |
| paste | cā ret | myrrh | mut ter |
| sälve | cōr al | rid dle | dis ease |
| lathe | ex tra | le gion | be lieve |
| bälm | a bate | o blige | re main |
| creek | rel ict | gos pel | dis trict |

Lesson 13.

| | |
|--------|----------|
| rel ic | list en |
| a lert | i de' a |
| prowl | pal let |
| dodge | sau cy |
| sword | mo lar |
| al der | pal lor |
| scarce | ren der |
| re new | pa thos |
| knight | mold er |
| li lac | mold ing |
| civ il | ab bot |
| loft y | a bode |

Lesson 14.

| | |
|-----------|-------------|
| i vo ry | em ploy |
| law ful | col umn |
| stea dy | chick en |
| ob tuse | an them |
| pur ple | sev er al |
| ab bess | reg u lar |
| has ten | in ter est |
| kind ly | po lite ly |
| ro bust' | king dom |
| aus tere' | sin gu lar |
| auc tion | ex am ine |
| au burn | dis hon est |

Lesson 15.

Dictation.

Mankind are always happier for having been happy; so that if you make them happy now, you make them happy twenty years hence by the memory of it.—SYDNEY SMITH.

If we cannot live so as to be happy, let us at least live so as to deserve happiness.—FICHTE.

“‘Is not life useful when it is happy?’ asks the egotist. ‘Is it not sufficiently happy when it is useful?’ asks the good man.”

Lesson 16.

NOTE.—Words of *one* syllable are called **monosyllables**; as, *boy*, *girl*, *man*, *swim*, *looked*, *thought*.

Words of *two* syllables are called **dissyllables**; as, *com-ing*, *go-ing*, *tak-en*, *be-gin*.

Words of *three* syllables are called **trisyllables**; as, *cu-ri-ous*, *man-i-fold*, *styl-la-ble*.

Words of *more than three* syllables are called **polysyllables**; as, *dic-tion-a-ry*, *con-sti-tu-tion*.

| | | | |
|--------|---------|------------|---------------|
| book | e rase | plas ter | stair case |
| gong | en try | ceil ing | ĕn' vel ōpe |
| clock | cel lar | reg is ter | ra di a tor |
| chalk | pen cil | plat form | plas ter ing |
| school | draw er | base ment | ven ti la tor |

1. Which words are monosyllables? Which dissyllables? Which trisyllables? Which polysyllables?

2. Which syllable is accented in *envelope*?

3. Write statements using all the trisyllables.

Lesson 17.

| | | | |
|----------|----------|-----------|--------------|
| leaf y | ledg er | af fair | knit ter |
| hā rem | jun ior | learn er | jus ti fy |
| mound | leav en | hĕr e sy | Ju pi ter |
| junk et | main ly | lee ward | knit ting |
| man ly | jump er | ju bi lee | pres i dent |
| harp er | mean ly | har poon | af ter noon |
| be come | mol lusk | chair man | ban dan na |
| re claim | mean ing | cam paign | gov ern ment |

Lesson 18.

Dictation.

One cold winter morning, when I was a little boy, I met, on my way to school, a smiling man with an ax on his shoulder. "My pretty boy," said he, "has your father a grindstone?"

It pleased me very much to be called a pretty boy; so I said, "O, yes, sir; it is down in the shop." "And will you, my little man, get a little hot water?" said he.

Lesson 19.

| | | | |
|-----------|------------|-------------|---------------|
| fix | fix es | fixed | fix ing |
| ease | ea si er | ea si est | ea si ly |
| nice | nic er | nic est | nice ly |
| eas y | for get | for got | for got ten |
| smile | smiles | smiled | smil ing |
| bright | bright er | bright est | bright ly |
| en joy | en joys | en joyed | en joy ing |
| whis tle | whis tles | whis tled | whis tling |
| ex claim | ex claims | ex claimed | ex claim ing |
| shoul der | shoul ders | shoul dered | shoul der ing |

NOTE.—From a word, called a *root*, we sometimes form several other words, called derivatives. Example; from the root *ease* we form the derivatives *easier*, *easiest*, *easily*, etc.

Write the derivatives of the words *happy*, *luck*, *brave*, *wealth*.

Lesson 20.

NOTE. — The following words are pronounced alike, but differ in spelling and meaning. Use them in sentences.

| | |
|---|--|
| mail, <i>bag of letters.</i> | <i>gait, manner of walking.</i> |
| male, <i>relating to sex.</i> | <i>gate, a kind of door.</i> |
| hall, <i>an entry.</i> | <i>bear, an animal; to endure.</i> |
| haul, <i>to pull.</i> | <i>bare, naked.</i> |
| main, <i>chief.</i> | <i>break, to part by force.</i> |
| mane, <i>hair on the neck of a horse.</i> | <i>brake, for stopping wheels; a fern.</i> |
| plait, <i>a fold; to fold.</i> | <i>stake, a post; a sum risked.</i> |
| plate, <i>a dish.</i> | <i>steak, a slice of meat.</i> |
| quartz, <i>a kind of rock.</i> | <i>pause, a stop.</i> |
| quarts, <i>more than one quart.</i> | <i>paws, feet of a beast.</i> |

Lesson 21.

| | |
|---------|--------|
| first | al to |
| second | flock |
| third | an tic |
| fourth | al um |
| fifth | a part |
| sixth | a rose |
| seventh | at om |
| eighth | a void |
| ninth | ap ply |
| tenth | arm or |

Lesson 22.

| | |
|---------|-------------|
| float | a rouse |
| wheel | an gler |
| art ful | ag o ny |
| ar rive | sub mit |
| at tack | aim less |
| a muse | ap point |
| fol low | av er age |
| ap peal | Am a zon |
| ap pear | awk ward |
| al cove | A mer i can |

Lesson 23.

| SINGULAR. | PLURAL. | SINGULAR. | PLURAL. |
|-----------|-----------|-----------|-----------|
| ox | ox en | this | these |
| die | dice | louse | lice |
| foot | feet | tooth | teeth |
| man | men | goose | geese |
| that | those | mouse | mice |
| pen ny | pence | wom an | wom en |
| child | chil dren | broth er | breth ren |

1. Write seven sentences, using the words in the first column.
2. Rewrite the seven sentences, using the words in the second column.

Lesson 24.

| SINGULAR. | PLURAL. | SINGULAR. | PLURAL. |
|-----------|------------|----------------|-----------------|
| cup ful | cup fuls | pi ä no-for te | pi ä no-for tes |
| ox-cart | ox-carts | man-ser vant | men-ser vants |
| spoon ful | spoon fuls | sis ter-in-law | sis ters-in-law |
| horse man | horse men | court-mar tial | courts-mar tial |
| mouth ful | mouth fuls | brother-in-law | brothers-in-law |

1. Copy the words that mean but one.
2. Write from memory, opposite each word, its plural.
3. Copy the plurals and write the singulars from memory.
4. What name has been given to the *o* heard in *ox*? to the *o* in *forte*?

Lesson 25.

| MALE. | FEMALE. | MALE. | FEMALE. |
|----------|---------|---------|-----------|
| boy | girl | son | daugh ter |
| man | wom an | un cle | aunt |
| broth er | sis ter | neph ew | niece |
| fa ther | moth er | mas ter | mis tress |
| hus band | wife | pa pa | mam ma |

1. Which words are monosyllables? dissyllables?
2. Which dissyllables are accented on the last syllable?
3. Write from memory, opposite the names of females, the names of the corresponding males.
4. Who is meant by an uncle? an aunt? a nephew? a niece?

Lesson 26.

| MALES. | FEMALES. | MALES. | FEMALES. |
|------------|-----------|-------------|------------|
| bull | cow | bride groom | bride |
| horse | mare | gen tle man | la dy |
| monk | nun | king | queen |
| earl | count ess | lord | la dy |
| bach e lor | maid | youth | maid en |
| wid ow er | wid ow | sul tan | sul ta' na |

1. Copy the names of males from the columns above.
2. Write from memory, opposite the names of males, the names of the corresponding females.

Lesson 27.

| MALE. | FEMALE. | MALE. | FEMALE. |
|------------|--------------|---------|-------------|
| lad | lass | lion | li on ess |
| act or | act ress | heir | heir ess |
| po et | po et ess | ti ger | ti gress |
| proph et | proph et ess | tai lor | tai lor ess |
| gov ern or | gov ern ess | au thor | au thor ess |

NOTE.—The ending *ess*, to denote a female, is gradually disappearing.

1. Copy the names of males from the columns above.
2. Opposite each name of a male write from memory the name of the female.

Lesson 28.

| MALE. | FEMALE. | MALE. | FEMALE. |
|---------|-------------|------------|---------------|
| god | god dess | priest | priest ess |
| Jew | Jew ess | prince | prin cess |
| host | host ess | hunt er | hunt ress |
| gi ant | gi ant ess | jan i tor | jan i tress |
| doc tor | doc tress | mur der er | mur der ess |
| pa tron | pa tron ess | shep herd | shep herd ess |

1. Copy the names of females from the columns above.
2. Opposite each name of a female write from memory the name of the male.
3. Why do *Jew* and *Jewess* begin with capitals?
4. What is the difference in meaning between the words *princes* and *princess*?

Lesson 29.

| | |
|-----------|----------|
| na sal | gyp sy |
| la pel' | just ly |
| reck on | rec tor |
| law less | op tics |
| jail er | lav ish |
| dis tract | pal ate |
| pen sion | jus tice |
| loz enge | nine ty |
| qual i ty | sav age |

Lesson 30.

| | |
|-----------|-----------|
| clip per | li a ble |
| clois ter | can cer |
| dis turb | gi raffe' |
| bal loon | lär ynx |
| dis tress | lect ure |
| o pen ly | ga zelle' |
| hěr e tic | pas sion |
| ar ri val | gild ing |
| in' cense | giz zard |

Lesson 31.

| | |
|---------|-----------|
| clothe | gest ure |
| no bly | qua ver |
| in dex | nim ble |
| hěr on | säun ter |
| fau cet | ghast ly |
| ban dit | re deem |
| her mit | quar tet' |
| jum ble | fare well |

Lesson 32.

| | |
|------------|------------|
| mol li fy | can o py |
| ex e cute | cam e ra |
| fan ci ful | pen ance |
| ab' stract | per ceive |
| in di cate | pe ti tion |
| bal us ter | ging ham |
| ab surd ly | pen i tent |
| a cad e my | u ni verse |

Lesson 33.

Dictation.

No park — no ring — no afternoon gentility —

No company — no nobility —

No warmth, no cheerfulness, no healthful ease,

No comfortable feel in any member —

No shade, no shine, no butterflies, no bees,

No fruits, no flowers, no leaves, no birds,

November!

Hood.

Lesson 34.

| | | | |
|-------|---------|-----------|-------------|
| used | speech | bear ing | pleas ing |
| guess | taught | fam i ly | fa vor ite |
| climb | played | quick ly | re peat ed |
| hedge | rea son | sen tence | wher ev er |
| young | al most | ques tion | com pan ion |

1. Use the words in the second column in sentences requiring a question-mark at the end.

2. Write five *incomplete* sentences that may be completed with words from the columns above.

Lesson 35.

| | | | |
|--------|-----------|-----------|-------------|
| lawn | stayed | her self | dis tance |
| dröll | strange | feed ing | min is ter |
| perch | e nough | poul try | bor rowed |
| läugh | grave ly | or phans | au di ence |
| charge | moth er's | watch ing | pa tient ly |

Incomplete Sentences.

Fill the blanks below with words from Lesson 35.

- I have waited more than half an hour.
- My brother cut the grass on the while I was for return.
- One cannot help laughing at the monkey's tricks.
- Mary is the chickens and them with dough.

Reviews.

Lesson 36.

| | |
|-----------|---------|
| scalp | brittle |
| niece | tyrant |
| steak | tunnel |
| design | turban |
| ceiling | lightly |
| of fence | tightly |
| orphans | tumult |
| shoulder | borrow |
| active ly | tumble |

Lesson 37.

| | |
|-------|----------|
| maid | nipper |
| chalk | onward |
| pause | hasock |
| climb | propose |
| oxen | bravely |
| break | orcharde |
| egale | nervous |
| exalt | tramp |
| excel | purpose |

Lesson 38.

| | |
|---------|-------------|
| sailor | tallest |
| beevves | easiest |
| cel lar | trousers |
| sphere | portress |
| speech | princess |
| quartz | sentence |
| pencil | countess |
| tongue | mischievous |
| thieves | question |

Lesson 39.

| | |
|---------|------------|
| eraser | triangle |
| cra vat | skel eton |
| knuckle | indirect |
| maid en | cylinder |
| smiling | diologue |
| wharves | mustache |
| nephew | en' velope |
| orphans | radiator |
| deposit | whatever |

Dictation.

Hannah Moore said to Horace Walpole, "If I wanted to punish an enemy, it should be by fastening on him the trouble of constantly hating somebody."

The Bible says, "Better is a dinner of herbs where love is than a stalled ox and hatred therewith."

Lesson 40.

NOTE.—The word *boy's* means that one boy owns something. The word *boys'* means that more than one boy owns something. To denote ownership the apostrophe (') and letter *s* are usually added to names that are singular.

To denote ownership when the name is plural and ends in *s*, the apostrophe only is added.

| | | | |
|-----------|------------|-------------|-------------|
| man | men | man's | men's |
| horse | horses | horse's | horses' |
| Mary | Mary's | Hen ry | Hen ry's |
| gi ant | gi ants | gi ant's | gi ants' |
| prince | princes | prince's | princes' |
| of fi cer | of fi cers | of fi cer's | of fi cers' |
| hunt er | hunt ers | hunt er's | hunt ers' |
| schol ar | schol ars | schol ar's | schol ars' |
| teach er | teach ers | teach er's | teach ers' |
| shep herd | shep herds | shep herd's | shep herds' |

1. Write statements, using all the words in the third column.
2. Write questions, using all the words in the fourth column.
3. Which words in the lesson mean more than one?
4. Use in sentences three words, not found in this lesson, that express ownership in the plural by adding the *apostrophe* and *s*.

In the nice bee, what sense so subtly true,
From poisonous herbs extracts the healing dew?

POPE.

Lesson 41.

| | | | | |
|----|-----|------|---------|-------------|
| I | my | our | they | my self |
| me | you | him | them | him self |
| we | she | hers | their | your self |
| us | her | ours | yours | our selves |
| he | his | mine | theirs | your selves |
| it | its | your | it self | them selves |

1. Write four sentences, in which some of the following words are used in place of the name *Mary*; viz. *I*, *me*, *my*, *you*, *she*, and *her*. EXAMPLE: *Mary* said to *her* teacher, “*I* shall try very hard to learn *my* lesson.”
2. Write four sentences, using the words *I*, *me*, *he*, and *him* instead of *John*.

Lesson 42.

| | | | | |
|--------|----------|---------|-----------|---------------|
| one | one's | ones | ones' | who ev er |
| who | whose | whom | oth ers' | which ev er |
| that | which | for mer | lat ter | who so ev er |
| both | what | ei ther | nei ther | what so ev er |
| oth er | oth er's | oth ers | an oth er | whom so ev er |

1. Write statements showing that you can use correctly the words in the first two columns above.
2. Write questions using correctly the words in the third and fourth columns.
3. Which words in Lesson 42 are always plural?

Lesson 43.

| | |
|--------------------------------------|--------------------------------------|
| flour, ground grain. | wait, to stay. |
| flower, a blossom. | weight, heaviness. |
| weak, feeble. | vale, a valley. |
| week, seven days. | veil, a covering. |
| waist, part of the body. | dear, costly; beloved. |
| waste, a desert; to destroy. | deer, an animal. |
| hail, frozen rain; to salute. | heal, to cure. |
| hale, sound, healthy. | heel, a part of the foot. |
| mist, watery vapor. | peace, quiet. |
| missed, passed by. | piece, a part; a composition. |

Lesson 44.

Fill the blanks below with fit words from Lesson 43:

1. A of enveloped the mountain.
2. Achilles could be wounded only in his
3. I have bought a of ground.
4. For a the fire raged and laid the country.
5. Where is it written, "Physician, thyself"?
6. The strong ought to bear the infirmities of the
7. He was a and hearty man.
8. The of a sack of is forty-nine pounds.
9. The flesh of the is called venison.
10. Little Gertie, the of the family, is sadly
11. As on the sea of Galilee,
The Christ is whispering, " "

Lesson 45.

| | |
|-----------|----------|
| o gre | fil ter |
| thrift | le gal |
| ped al | glit ter |
| ad just | fil bert |
| fu ture | es cape |
| trow el | lob ster |
| nor mal | care ful |
| o ral ly | haz ard |
| lib er al | den tist |

Lesson 46.

| | |
|---------|-----------|
| nois y | nick el |
| tot ter | lev i ty |
| tick et | peb ble |
| prof it | tes ti fy |
| tin gle | man tle |
| guilt y | light en |
| fun ny | pat tern |
| lock et | scru ple |
| lin ing | mar ble |

Lesson 47.

| | |
|---------|-----------|
| screen | im port |
| scrawl | bod i ly |
| tim id | leg a cy |
| health | o pi um |
| thatch | de plore |
| cas tor | gloom y |
| hav oc | en slave |
| a dieu' | in tense' |
| ha ven | fur nace |

Lesson 48.

| | |
|---------|-----------------------|
| cur dle | mar gin |
| pup py | ped dler |
| wild ly | ob lique ¹ |
| bish op | peas ant |
| bush el | ma riñe' |
| pur sue | or chard |
| whäl er | thim ble |
| week ly | twi light |
| fur row | en tan gle |

Lesson 49.

| | |
|----------|-----------|
| cas u al | blun der |
| bod yce | act u ate |
| bold ly | de range |
| ca reer' | hag gard |
| de note | glim mer |

| | |
|----------|------------|
| pud dle | in form al |
| bur den | om ni bus |
| har row | punct u al |
| good-by' | harts horn |
| name ly | pro nounce |

¹ Pronounced *ob leek'*.

Lesson 50.

| | | | |
|-------|----------|------------|--------------|
| sieve | would | pant ing | wished |
| vain | wound | plot ting | pre cise ly |
| year | pic nic | wrenched | pres i dent |
| veils | will ing | wood pile | yes ter day |
| voice | watched | par tridge | prin ci ples |

1. Which words above contain the sound of long *a*?
2. Which words contain short *i*?
3. Which words contain two vowels written together and representing but one sound?
4. What word contains two vowels written together, each of which is sounded?

Lesson 51.

| | | | |
|---------|----------|----------|--------------|
| fit ly | en list | tan gle | tor ment |
| tri al | en join | fit ting | ter ri fied |
| fit ful | en rich | tat ting | think ing |
| tak en | en gulf | thick et | tor ment ed |
| though | en large | talk ing | tor ment ing |

NOTE.—Some words have several different *forms*, or ways of spelling: as, *talk, talks, talked, talking*.

1. Write all the forms of *take, enlist, and fit*.
2. Write sentences showing that you can use correctly all the forms of *fit*.
3. What two syllables above have no vowel sound?

Lesson 52.

Copy and learn:

“Let us gather up the sunbeams,
 Lying all along our path;
 Let us keep the wheat and roses,
 Casting out the thorns and chaff;

“Let us find our sweetest comfort
 In the blessings of to-day;
 With a patient hand removing
 All the briers from our way.”

Lesson 53.

| | | | |
|---------|----------|-----------|--------------|
| draft | ra zor | year ly | weath er |
| fiend | waf fle | driz zle | wake ful |
| du et | af firm | yär row | weak ness |
| wield | wal let | weav er | al pha bet |
| yawn | a blaze | dole ful | as sem ble |
| yearn | drear y | du ti ful | young ster |
| depth | war ble | weight y | grat i tude |
| width | stȳl ish | sul phur | a bun dant |
| a gree | dur ing | dwin dle | ad van tage |
| a light | warmth | lean ness | a gree a ble |
| drench | a breast | wed ding | a gree ment |
| fod der | hate ful | griev ous | ap pear ance |
| wag on | war fare | dread ful | ad mit tance |
| wak en | dream y | dwell ing | a maze ment |
| wad dle | per haps | and i ron | a muse ment |

Lesson 54.

Lesson 55.

| | | | |
|--------|---------|-----------|--------------|
| quilt | raf fle | sa lute | par tial |
| quote | ras cal | sälm on | part ner |
| rac er | quaint | sam ple | quick en |
| pa rōl | par lor | ran sack | sal e ra tus |
| quake | par don | rap id ly | sal va tion |

1. Write sentences, using the words *pardon*, *sample*, *ransack*, *partial*.

2. Write questions, using the same four words.

Lesson 56.

| | | | |
|---------|---------|----------|------------|
| tease | tat ter | tack le | tar di ly |
| tär ry | tas sél | va cate | va grant |
| val id | va cant | vain ly | un civ ıl |
| talked | tan ner | un dress | un couth |
| tak ing | um pire | un clean | tel e gram |

Write sentences, using the words *telegram*, *uncouth*, *tarry*, *vagrant*, and *valid*.

Dictation.

Nightly forbear to close thine eyes to rest,
 Ere thou hast questioned well thy conscious breast,—
 “What sacred duty have I left undone,
 What act committed that I ought to shun?”
 And, as fair Truth or Error marks the deed,
 Let sweet applause or sharp reproach succeed.

Lesson 57.

Dictation.

Poor Richard says, "Three removes are as bad as a fire"; and again, "Keep thy shop, and thy shop will keep thee"; and again, "If you would have your business done, *go*; if not, *send*."

FRANKLIN.

1. What does Franklin mean by saying, "Three removes are as bad as a fire"?

2. Write ten words from the letters in *dearth*.

| | | | |
|--------|---------|-----------|-----------|
| deal | car go | dearth | de cline |
| barge | barque | ab sorb | can vass |
| act ed | bal lad | ac cord | bap tism |
| ca per | bar ren | a bound | dec i mal |
| ad age | dead ly | car a van | cam phor |

Lesson 58.

| | | | |
|--------|---------|-----------|-----------|
| eel | fér ule | ed it or | feel ing |
| garb | gai ter | hank er | fa tigue |
| hang | har dy | el e vate | in spect' |
| game | fend er | e nig ma | hand ful |
| ga ble | ham per | gam mon | feath ers |

1. What is the meaning of "Keep thy shop, and thy shop will keep thee"?

2. What do you think is the meaning of Franklin's third maxim?

Lesson 59.

Dictation.

1. The emperor of Turkey is called the *Sultan*.
2. The *shamrock*, or white clover, is the national emblem of Ireland; the *thistle*, that of Scotland.
3. *Tapioca* is prepared from the root of a plant.
4. *Polyps* are animals which look like flowers, and live in the sea.

| | | | |
|----------|------------|------------|-------------|
| sul tan | at tire | this tle | sum mit |
| stan za | clo ver | sub sist | Scot land |
| Tur key | a noint | Ire land | nă tion al |
| em blem | pol yps | ap pe tite | sham rock |
| a wak en | tap i o ca | em per or | par a graph |

Lesson 60.

Dictation.

Salt is found in salt lakes and springs; it also occurs in rock-like masses in mines. In Russia, bread and salt are offered to guests, and to eat salt with an Arab is to make him a friend.

| | | | |
|--------|---------|----------|----------------|
| guest | guests | friends | friend ly |
| of fer | of fers | springs | of fer ing |
| bread | sa line | salt ish | friend less |
| spring | fren zy | of fered | friend ship |
| friend | Rus sia | Rus sian | friend li ness |

Lesson 61.

Commit to memory and then write:

There are soft words murmured by dear, dear lips,
 Far richer than any other;
 But the sweetest word that the ear hath heard
 Is the blessed name of "Mother."

Lesson 62.

| | |
|-----------|---------|
| fin gers | leaped |
| jumped | squeal |
| mo tion | looked |
| as sign | kicked |
| am ber | ob tain |
| as pire | hopped |
| mis take | hon est |
| freck led | hol low |
| splashed | mat ter |

Lesson 63.

| | |
|---------|-----------|
| är id | fast est |
| a pex | sit ting |
| al lot' | pleased |
| al lay' | slipped |
| as sert | loft i ly |
| är ray' | light ed |
| a maze | leath er |
| am ble | sigh ing |
| as sure | put ting |

Lesson 64.

| | |
|---------|----------|
| numb | mod est |
| gul ly | stopped |
| guard | short er |
| en try | min ute |
| be lief | sweet ly |
| sil ver | shout ed |
| spring | no bod y |
| an nex | hummed |

Lesson 65.

| | |
|----------|-----------|
| ar dent | mullein |
| a mend | ju ni per |
| as' pect | hunt ing |
| a midst | pleas ure |
| asthma | men tion |
| asault' | nod ding |
| as tound | o pin ion |
| am bush | know ing |

Lesson 66.

"The lion is one of the largest of the cat tribe, being as long as an ox, but not standing quite so high. His strength is so great, that with one stroke of his paw he can crush the head of a buffalo, and can carry off the body of a man as easily as a cat can carry off a mouse."

| | | | |
|--------|---------|----------|-----------|
| prey | years | af fair | strength |
| tribe | sleeps | thir ty | buf fa lo |
| teach | hunts | ad vice | ad vance |
| stroke | a drift | ad mire | stand ing |
| a cute | a cross | ac quire | moon beam |

Lesson 67.

"The lion and lioness take good care of their young ones, and, when they are about five or six months old, take them out and teach them to hunt and kill for themselves. The young stay with their parents about three years. Lions live thirty or forty years, but are full grown at eight."

| | | | |
|--------|----------|------------|------------|
| aisle | blade | a float | bis cuit |
| air y | bil let | mo rass' | af fright |
| al ter | bit ter | be yond | black en |
| a like | bi ped | a gen cy | black ing |
| a gree | a larm | bi' cy cle | Mor mon |
| a gent | moss y | bind ing | mu lat to |
| mood y | mo rose' | mos qui to | mul ber ry |

Lesson 68.

"The elephant is the largest animal that lives on the land. Its home is in Africa and Asia. It has enormous tusks, from which comes the ivory that is used in making combs, knife-handles, chessmen, and many other beautiful and useful articles."

| | | | |
|-------|----------------|------------|----------------|
| mint | chore | choice | quaff |
| chew | chord | choose | quin <i>sy</i> |
| mule | chill <i>y</i> | chos en | ar ti cles |
| chief | chis <i>ɛl</i> | cho rus | Mes si ah |
| tusks | mil let | mul let | Chris tian |
| minx | mul ish | min' u et | chess men |
| choke | mak ing | chest nut | el e phant |
| combs | min now | mil li ner | e nor mous |

Lesson 69.

| | | | |
|--------|---------|---------|-----------|
| daub | cin der | cir cus | en close |
| dame | dark ly | ci pher | end less |
| en vy | en dure | em pire | dar ling |
| dance | chub by | en dear | chuck le |
| e qual | damp er | en camp | en trance |

1. Write five questions, using the words in the first column.
2. Write five statements, using the words *damper*, *enclose*, *endear*, *endure*, and *entrance*.
3. Make words by adding letters to *encamp*.

Lesson 70.

“Work, work with all your might,
 Never be idle from morn till night;
 For nothing in all the world can compare
 With honest labor, free from care.”

| | |
|---|---|
| wade, <i>to walk in the water.</i> | berth, <i>sleeping-place in a ship.</i> |
| weighed, <i>did weigh.</i> | birth, <i>coming into life.</i> |
| berry, <i>a small fruit.</i> | dew, <i>moisture from the air.</i> |
| bury, <i>to put under ground.</i> | due, <i>owing; proper.</i> |
| peal, <i>a loud noise.</i> | foul, <i>dirty; unfair.</i> |
| peel, <i>to strip off the skin or bark.</i> | fowl, <i>a bird; a cock or hen.</i> |
| leaf, <i>of a tree or book.</i> | heard, <i>did hear.</i> |
| lief, <i>willingly.</i> | herd, <i>of cattle.</i> |
| one, <i>a number.</i> | know, <i>to understand.</i> |
| won, <i>gained.</i> | no, <i>a word of denial.</i> |

Lesson 71.

Supply the blanks from the columns above:

1. The thunder crashed, on
2. He is as brown as a
3. “Let the dead past its dead.”
4. The was wet with
5. The s in the barn-yard made a great noise when the of cattle went by.
6. “. . . . in the balance and found wanting.”
7. A great victory was

Lesson 72.

| | | | |
|----------|-----------|------------|-------------|
| queer | but ter | car ry | serv ants |
| spouts | be come | per haps | cloth ing |
| cheese | hard ly | bed ding | Christ mas |
| wealth | use ful | rein deer | de li cious |
| whis tle | whis tles | whis tling | whis tled |

Supply the blanks from the columns above:

The are very to the people in the region where they are found. They the people wherever they wish to go, and furnish them with milk, , and The flesh is , and the skin furnishes and

Write what you know of the reindeer.

Lesson 73.

| | | | |
|---------|-----------|-----------|-----------|
| bale | driv er . | cab i net | ab stain |
| ca det | dab ble | cal u met | bag gage |
| balm y | dan cer | cam bric | bal ance |
| ab rupt | won ders | cal lous | back ward |
| a bus e | a bus es | a bused | a bus ing |

1. Write sentences, using *abstain*, *abuse*, *balance*, *balmy*, and *dabble*.
2. What is a *calumet*, by whom used, and for what?
3. When you travel by cars, how is your heavy baggage carried?
4. Cotton is sold by the bale; where is it raised?

Lesson 74.

Dictation.

Lost, yesterday, somewhere between sunrise and sunset, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone forever.—HORACE MANN.

Abbreviations.

| | | | | |
|-------|------------------------------|---------|-----|----------------|
| A. M. | Before noon; Master of Arts. | Ans. | ... | Answer. |
| Ib. | pound. | Wm. | ... | William. |
| Mr. | Mister. | oz. | ... | ounce. |
| St. | Street. | Gov. | ... | Governor. |
| Gen. | General. | U. S. | ... | United States. |
| A. D. | In the year of our Lord. | Mrs. | ... | Mistress. |
| Co. | Company; County. | gal. | ... | gallon. |
| Rev. | Reverend. | Messrs. | ... | Gentlemen. |
| P. M. | Postmaster; Afternoon. | Fred. | ... | Frederic. |
| Geo. | George. | P. S. | ... | Postscript. |
| Dr. | Doctor; Debtor. | Prof. | ... | Professor. |
| R. R. | Railroad. | qt. | ... | quart. |

Lesson 75.

Copy the following sentences, using complete words in place of the abbreviations:

The Eng. East India Co. was established A. D. 1599.

Wm. Lloyd Garrison, the great Abolitionist, lived to see the slaves freed.

Gen. Grant was President of the U. S. for eight years.

Gov. Everett lives on Beacon St.

Geo. Johnson bought of Messrs. Ellis and Streeter 5 oz. of quinine.

Rev. Fred. Wilson and Ezra Scott, A. M., were appointed on the committee.

Lesson 76.

new ly slov en
 tär iff sly ness
 lar va slan der
 vague dea con
 ad vise skein
 re call cap tive
 a dapt smear
 tab let sledge
 ush er large ly
 a dorn slēa zy
 ma jor stel lar
 wa ger snaf fle

Lesson 77.

jos tle joy less
 af fect gen teel
 jo cose' de cen cy
 de cide bat ter y
 can ter wea ri ly
 dear ly ed u cate
 jo vi al cap i tol
 base ly war bler
 neu ter fed er al
 neu tral lan guid
 can vas sla ver y
 bea con el e gant

Lesson 78.

star tle slat tern
 stee ple slight ly
 um ber sloth ful
 zeph yr smug gle
 wab ble slug gard
 tan dem snob bish
 up ward sneak ing
 steer ing sta tion er

Lesson 79.

fath om bay o net
 val iant slip per y
 skip per man a cle
 man age car a way
 em balm gen er ate
 a bil i ty ma lā' ri a
 skip ping har mo ny
 slaugh ter smat ter ing

1. Make five statements, showing that you know the meaning of the words *tariff*, *manacle*, *bayonet*, *battery*, and *ability*.

2. Write two questions, using *advice* and *advise*.

Lesson 80.

"The camel looks a little like the llama, but it is very much larger than a horse, and it stands very high. There are two kinds of camel: One kind has two humps upon its back; the other has only one.

"The home of the camel is in Africa and Asia, and it is formed for living on and traveling over, the rocky and sandy deserts of those countries."

| | | | |
|------|---------|-----------|------------|
| seal | shark | wea sel | leop ard |
| hare | whale | wal rus | rac coon |
| shad | moose | těr ri er | an te lope |
| mole | poo dle | hěr ring | grey hound |

Lesson 81.

| | | | |
|---------|-----------|-----------|-------------|
| nails | pop u lar | lus cious | gar land |
| gim let | lul la by | earth en | harm less |
| des ert | pur suit | ham mer | de fine |
| fag ot | cord ial | had dock | hail stone |
| llä ma | clōth ier | ham mock | trav el ing |

Fill the blanks with words selected from the columns above:

1. Articles made of baked clay are called
2. After the shower, John picked up a as large as a walnut.
3. A is used to drive
4. The children wove a for the May Queen.
5. The is found in South America.

Lesson 82.

| | | | |
|--------|---------|---------|-------------|
| knob | kneel | keen ly | thun dər |
| ri ot | knave | gar den | lat tice |
| jeer | el der | jog gle | lan tern |
| jerk | vis it | qua ker | keep sake |
| rash | vow el | tin kle | la bor er |
| faint | vi per | vic tim | im pa tient |
| fair y | im age | lath er | im par tial |
| false | re cite | tick le | im per fect |
| joist | rip ple | lat ter | earth quake |
| jew el | re buke | throne | im por tant |

1. Should the *e* be sounded in *vowel?* in *garden?*
2. Which words above have no accent? Why?
3. Which words are accented on the first syllable? Which on the second?
4. Write three sentences, using the words *image*, *jeer*, and *joist*.
5. Write one sentence, using the words *visit*, *lattice*, *ripple*, *garden*, and *tinkle*.

Lesson 83.

Copy, learn, and write from memory:

“He that holds fast the golden mean,
 And lives contentedly between
 The little and the great,
 Feels not the wants that pinch the poor,
 Nor plagues that haunt the rich man’s door.”

Lesson 84.

Copy and learn:

“Beautiful faces are they that wear
The light of a pleasant spirit there;
It matters little if dark or fair.

“Beautiful hands are they that do
Deeds that are noble, good, and true;
Busy with them the long day through.

“Beautiful feet are they that go
Swiftly to lighten another's woe,
Through summer's heat or winter's snow.

“Beautiful children, if, rich or poor,
They walk the pathways sweet and pure
That lead to the mansion strong and sure.”

Lesson 85.

| | | | |
|---------|----------|----------|------------|
| ed dy | hab it | hard en | har vest |
| edge | fa mous | ef fect' | hatch et |
| fan cy | gath er | ef fort | mo roc co |
| fault | ex tinct | gal lant | gen er ous |
| el bow | fat ten | gar ment | fare well |
| vas sal | val et | ex pert | e voke' |
| vi ands | vam pire | a base' | ex ult' |
| van dal | ven om | in sure | e lät ed |

1. Write the following words so that they will mean more than one: *eddy, edge, elbow, hatchet, fancy*.
2. Use the words that you have written, in sentences.

Lesson 86.

Oh, many a shaft, at random sent,
 Finds mark the archer little meant!
 And many a word at random spoken,
 May soothe, or wound, a heart that's broken!

SCOTT.

Write in your own words the meaning of the lines above.

| | | | |
|--------|-----------|-----------|---------------|
| yard | par ish | bal let | par ti cle |
| yield | a broad | bak ing | your self |
| a corn | scaf fold | pär a sol | youth ful |
| a dopt | ac cuse | pas sage | ac ci dent |
| ban jo | scis sors | band age | par tic u lar |

Write about the *acorn* and the tree that grows from it. Tell some of the uses of the wood.

Lesson 87.

| | | | |
|-------------|------------|-----------|-------------|
| baste | sat in | daz zle | bar rack |
| bathe | can non | debt or | scēn er y |
| ca ble | pās try | pas sive | pas tor al |
| dal ly | calm ly | pas time | deaf ness |
| pat ent | scep ter | bar gain | cal en dar |
| six ti eth | a bridge | a bol ish | mon o tone |
| eight i eth | stock ade' | af fa ble | ac cu ra cy |

Write about a *stockade* and a *barrack*, telling the use of each.

Review.

| Lesson 88. | Lesson 89. | Lesson 90. | Lesson 91. |
|------------|------------|------------|--------------|
| deer | doc ile | warmth | cal lous |
| will | poi son | prin ces | weighed |
| lief | re cess | par tial | bi cy cle |
| men's | daz zle | be lieve | bis cuit |
| waist | bal let | par a sol | friends |
| rinse | tas sel | pas sage | of fi cers |
| salve | dis arm | pas sive | shep herd |
| yield | scarce | bar rack | ac ci dent |
| piece | ef fort | dis ease | cal en dar |
| lathe | quaint | gal lant | rein deer |
| fault | wea sel | hal i but | chest nut |
| knave | gim let | lat tice | strength |
| joist | wealth | la bor er | af fright |
| false | chis el | ham mocks | wrenched |
| birth | cho rus | had dock | im pa tient |
| aisle | chill y | leop ard | im par tial |
| veils | ci pher | ter ri er | coun tries |
| yearn | pol yps | rac coon | de li cious |
| salm on | fren zy | ab stain | trav el ing |
| weight | wal let | a bus ing | prin ci ples |

The man who gives his children habits of industry provides for them better than by giving them a fortune.—WHATELY.

“Mid pleasures and palaces though we may roam,
Be it ever so humble, there's no place like home!
A charm from the skies seems to hallow us there,
Which, seek through the world, is ne'er met with elsewhere.”

Lesson 92.

| | |
|---------------------------------------|----------------------------------|
| <i>lain, reclined.</i> | <i>aught, anything.</i> |
| <i>lane, a narrow road.</i> | <i>ought, is bound by duty.</i> |
| <i>ale, a kind of beer.</i> | <i>lade, to load.</i> |
| <i>ail, to be ill.</i> | <i>laid, placed.</i> |
| <i>base, very mean ; foundation.</i> | <i>tacks, small nails.</i> |
| <i>bass, a part in music.</i> | <i>tax, a government charge.</i> |
| <i>ware, goods.</i> | <i>flea, an insect.</i> |
| <i>wear, to have on.</i> | <i>flee, to run away.</i> |
| <i>slay, to kill.</i> | <i>knead, to work dough.</i> |
| <i>sleigh, for traveling on snow.</i> | <i>need, to want.</i> |

Put the right word in the right place.

1. A heavy is upon some s.
2. Cooks to their bread in order to make it healthful.
3. Who does not like to hear the -bells?
4. The vessel was n with fruit.
5. The of the monument was granite.

Lesson 93.

Copy, learn, and write from memory:

“Work there is for every one!
 Duties you have left undone
 Wait you still!
 Do your duty; do the right;
 Then blow bubbles fairy-light,
 If you will.”

Lesson 94.

faith a byss
 balk ba con
 calk bad ly
 fain bāk er
 midst can dy
 ear ly can cel
 gall emp ty
 knack děaf en
 ha lo ca nal
 knell gay ly
 gain im pel
 lamb me ter
 met al deal er
 lank fear less
 loop a board
 knot ab surd
 jamb ac quit
 a cre act ing

Lesson 95.

bal sam ste a rīne
 ban ner ster num
 stip ple ac' ro bat
 can did ad here'
 can not ac quit' tal
 dap ple ad jā cent
 dark en ad mon ish
 sti pend fif ti eth
 ut ter ly vag a bond
 a dor er stī let to
 yield ing ste ve dore
 gel a tīne stat u ette
 hard ship stat u a ry
 hard ware a dul ter ate
 neg a tive stē re o scope
 im prop er ac cept ance
 im pris on ac a dem ic
 im po lite ad hēr ent

Lesson 96.

Dictation.

We knew it would rain, for, all the morn,
 A spirit, on slender ropes of mist,
 Was lowering its golden buckets down
 Into the vapory amethyst
 Of marshes and swamps and dismal fens,—
 Scooping the jewels out of the sea
 To sprinkle them over the land in showers.

T. B. ALDRICH.

Lesson 97.

“We are but minutes,—little things;
 Each one furnished with sixty wings,
 With which we fly on our unseen track,
 And not a minute ever comes back.

“We are but minutes,—yet each one bears
 A little burden of joys and cares.
 Patiently take the minutes of pain,—
 The worst of minutes cannot remain.”

| | | | |
|------|--------|----------|----------|
| bail | calm | dai sy | can dle |
| bait | ac id | ac cent | can ker |
| bang | a bed | ac cept | dag ger |
| bank | cam el | ban tam | dam age |
| damp | dai ly | cal i co | ab sence |

Lesson 98.

| | | | |
|---------|----------|----------|----------------|
| gāuge | fac ing | gen ius | gar ri son |
| eaves | fal ter | ear nest | hes i tate |
| ech o | gal lon | e clipse | health ful |
| ea ger | fa rī na | fail ure | hap pi ness |
| fau cet | gay e ty | har ness | hand ker chief |

1. How many sounds in the word *gauge*? in *eaves*? *echo*? *faucet*? *gay*? *fail*? *eclipse*? *earnest*?
2. Write five questions, using the words in the first column.
3. Write about *farina*, how prepared, for what used.

Lesson 99.

“We are but minutes,—when we bring
 A few of the drops from pleasure’s spring.
 Taste their sweetness while we stay—
 It takes but a minute to fly away.

“We are but minutes,—use us well,
 For how we are used we must one day tell.
 Who uses minutes, has hours to use,—
 Who loses minutes, whole years must lose.”

| | | | |
|--------|-----------|------------|-------------|
| jail | larch | kitch en | jack knife |
| dupe | le ver | jan i tor | ice-cream |
| kilt | knives | leath ern | ig no rance |
| joint | ice berg | i dle ness | laugh ter |
| jol ly | im i tate | kĕr o sene | land scape |

Lesson 100.

| | | | |
|------------------------|------------|------------|---------------|
| n <small>ich</small> e | pan sy | pal lid | oint ment |
| maize | mär row | ma chine | neigh bor |
| mag ic | mal let | naught y | oc ca sion |
| pal sy | mal ice | ob scure | o be di ent |
| pan el | pal ace | na tion al | o blig ing |
| ab jure | ab solve | ab rupt ly | ab lu tion |
| mulch | col or ing | mi ser ly | me lo de on |
| e mit | re clined | mor ti fy | mis’chie vous |

What is a *machine*? Name one and describe it, telling the use to which it is put.

Lesson 101.

"If wisdom's ways you wisely seek,
 Five things observe with care:
 To whom you speak, *of* whom you speak,
 And *how*, and *when*, and *where*."

| | | | |
|---------|---------|-----------|------------|
| keep | jif fy | lad der | jour nal |
| i de' a | judge | i' ci cle | lag gard |
| i dle | ken nel | ill ness | lan guage |
| latch | joy ful | jeal ous | ig no rant |
| las so | kin dle | knock er | knap sack |

Lesson 102.

"Never think that you can make yourself great by making another less."

| | | | |
|----------|-----------|-----------|--------------|
| o dor | nap kin | pa rade' | neat ness |
| main | oc cu py | ob serve | mack er el |
| na val | oc tave | pac i fy | nav i gate |
| pan ic | ob ject | ab stain | mag a zine |
| mag net | pan try | pain ful | nat u ral ly |
| o eher | o' di um | ox y gen | clar i o net |
| O ri' on | oc ta gon | oc u list | or' di nance |

Write the names of five different machines.

Write the names of five different magazines.

Write two questions about a magnet.

Write two sentences using the words *navigate* and *odor*.

Lesson 103.

If always the statesman attained to his hopes,
 And grasped the great helm, who would stand by the ropes?
 Or if all dainty fingers their duties might choose,
 Who would wash up the dishes, and polish the shoes?

Mother Goose for Old Folks.

| | | | |
|-------|--------|---------|------------|
| helm | hopes | pōl ish | at tained |
| du ty | might | du ties | in struct |
| ov en | shoes | dish es | mis trust |
| waste | no ble | po lite | states man |
| grasp | grasps | grasped | grasp ing |

Lesson 104.

| | | | |
|---------|----------|----------|--------------|
| wove | weave | wor ry | weav ing |
| wrote | wo ven | wring er | wor ship |
| wreck | worth | wrin kle | wrin kled |
| wrath | whine | wrig gle | wrong ful ly |
| ze bra | whirl | wres tle | wood bine |
| wretch | whim | wool en | wood cut |
| wit ty | will ful | wil low | wood-cut ter |
| wise ly | wiz ard | wool ly | wine-glass |

Dictation.

Think not that literature is useful only to the man of letters, science only to the scientist, good manners only to the man of the world. The poor man should not be ignorant, for education and knowledge are useful to him. They are not mere ornaments; they are things as sacred as religion.—RENAK

Lesson 105.

| | | | |
|--------|----------|----------|----------|
| parse | pa per | sa cred | quar rel |
| quack | pâr ent | sad dle | rap ture |
| quail | rag ged | safe ty | pan ther |
| ral ly | rär i ty | sal a ry | satch el |
| quench | rat tan | quar ry | pas time |

True worth is in *being*, not *seeming*,—

In doing, each day that goes by,
 Some little good,—not dreaming
 Of great things to do by and by.
 For, whatever men say in blindness,
 And spite of the fancies of youth,
 There's nothing so kingly as kindness,
 And nothing so royal as truth.

ALICE CARY.

Lesson 106.

| | | | |
|----------|---------|------------|--------------|
| vault | wa fer | wal low | va ca tion |
| tal on | waltz | war rant | um brel la |
| ta per | tal ent | ve hi cle | waste ful |
| tal ly | tar get | un a ble | un fair ly |
| val ue | va lise | un eas y | un cer tain |
| an nals | or ehis | ord nance | o rig i nal |
| op' er a | ten on | of fi cial | or' ehes tra |

1. Tell in your own words, from the lines above, in what true worth consists.
2. What is said of kindness?
3. What is said of truth?

Lesson 107.

| | |
|--|---------------------------------------|
| all, <i>the whole number.</i> | rye, <i>a grain.</i> |
| awl, <i>a tool.</i> | wry, <i>twisted.</i> |
| beau, <i>a fine, gay man.</i> | ewe, <i>a female sheep.</i> |
| bow, <i>something for shooting arrows.</i> | you, <i>person spoken to.</i> |
| bough, <i>a branch.</i> | yew, <i>a kind of tree.</i> |
| bow, <i>to bend; front part of a ship.</i> | meat, <i>animal food.</i> |
| choir, <i>a band of singers.</i> | meet, <i>to come together.</i> |
| quire, <i>24 sheets of paper.</i> | mete, <i>to measure.</i> |
| cruel, <i>unkind.</i> | sea, <i>large body of salt water.</i> |
| crewel, <i>soft yarn.</i> | see, <i>with the eyes.</i> |
| | yoke, <i>for the neck; a couple.</i> |
| | yolk, <i>of an egg.</i> |

Lesson 108.

Fill the blanks below with the right words selected from Lesson 107:

1. Do the water dash upon the ship's as she plows her way through the !
2. Our sings finely.
3. When shall we again?
4. The arrow flew from the and grazed the trunk of the
5. gives strength to the body.
6. How many s are there in a ream?
7. A of oxen is plowing the field where the grew.

Lesson 109.

| | | | |
|---------|---------|----------|-----------|
| lair | lan cet | odd i ty | rad i cal |
| ea sel | cac tus | bab oon' | gam bler |
| pa gan | pāl ing | mag pie | gau di ly |
| pal ate | badg er | jack ass | hap pi ly |
| la bor | ram ble | pad dle | qui et ly |

Lesson 110.

| | | | |
|---------|-------------|------------|------------|
| rash ly | eb o ny | bail iff | maj es ty |
| jack al | jāve lin | neg lect | jack daw |
| pad dle | fāl con | need ful | op er ate |
| gawk y | ig nore' | dam sel | earl dom |
| pat ter | pa ter' nal | pa tel' la | pass a ble |

Lesson III.

| | | | |
|----------|----------|-----------|-----------|
| baf fle | har bor | dam ask | rain bow |
| fab ric | här' ass | ca boose' | mad ness |
| ca jole' | id i om | com fort | a ban don |
| cack le | la ment | kid nap | ma don na |

1. Write sentences, using the words *rashly*, *harass*, *lair*, and *baffle*.
2. What use is made of *ebony*? of a *caboose*? of an *easel*? of a *lancet*? of a *harbor*?
3. What other name for the badger? Describe the animal, telling where he may be found, the use made of his hair, etc.

Lesson 112.

THE CAT AND THE BIRDS.

A Cat, hearing that some Birds which lived in a martin-box near by were ill, put on his spectacles and his overcoat, and made himself look as much as possible like a doctor, and went and knocked at the door. "I hear you are all sick," said he. "Let me in and I will give you some medicine, and cure you." "No, thank you," said the Birds, who saw his whiskers, and knew it was their enemy, the Cat; "we are all well enough,—much better than if we should open our door and let you in."—ÆSOP.

Write the story of "The Cat and the Birds" in your own language.

Lesson 113.

| | | | |
|---------|---------|------------|--------------|
| gru el | riv et | edg ing | del i cate |
| id i ot | ru mor | doc tor | foot stool |
| jounce | rus tle | whis kers | spec ta cles |
| knock | knocks | knock ed | knock ing |
| hymn | bil low | pos si ble | mar tin-box |

Dictation.

"When I see a man enamored of knowledge allow himself to yield to its charms, and run from one kind to another, not knowing where to stop, I think I see a child on the sea-shore collecting shells, beginning by loading himself with them; then, tempted by those he still sees, throwing some aside, picking others up, until, weighted down by their number, and no longer knowing which to choose, he ends by rejecting everything, and returns empty-handed."—ROUSSEAU.

Lesson 114.

Copy and explain the following maxims:

1. "The eye of the master will do more work than both his hands."
2. "Want of care does us more damage than want of knowledge."
3. "A life of *leisure* and a life of *laziness* are two things."

| | | | |
|------|----------|----------|------------|
| joke | gouge | late ly | im merse |
| jolt | knout | last ing | im mor tal |
| junk | knot ty | knav ish | in ac tive |
| lard | job ber | in come | jas mine |
| lash | knur ly | im bibe | land lord |
| moan | knav ery | ver dant | mu tu al |

Lesson 115.

| | | | |
|--------|----------|----------|------------|
| na vy | need y | out fit | mam moth |
| o pen | ni ce ty | mag ic | car mine |
| malt | neigh | mad den | cas tile |
| ot ter | nov el | op press | cau tious |
| owe | quest | eas ing | ceil ing |
| rate | rab id | realm | o ver see' |
| reap | shell | set tle | paint er |
| rear | parch | ped dler | out right |
| o val | read y | que ry | par a ble |

Write in column the words above that have long *a*, short *a*, Italian *a*, and broad *a*, respectively.

Lesson 116.

ANNIE SPELLMAN, of New Orleans, writes to her cousin, MARY WIEDMAN, of Chicago.

Her letter is dated Feb. 16, 1887. She tells her cousin of the warm days of spring,—of the flowers and singing birds. She describes the great river running through the city,—tells her of the steamboats and sailing-vessels, and of the strange sights that may be seen almost any day on the levee.

Write Annie's letter in full.

Lesson 117.

| | | | |
|----------|----------|-----------|-------------|
| raid | rap id | sew er | sen try |
| lo cal | hum bug | meth od | head ache |
| low ly | hour ly | lob ster | high ness |
| loy al | heart y | lu na tic | hōr ri ble |
| may or | grit ty | mass ive | mid night |
| mel on | gro cer | mas tiff | mer chant |
| mim ic | lo cate | mis lead' | loop hole |
| mir ror | lov age | land ing | house hold |
| min gle | live ly | hurt ful | light ning |
| liv er y | lus ter | hea then | mon strous |
| law yer | mar vel | heark en | read i ness |
| lard er | ma ture' | haugh ty | pris on er |
| hy phen | mead ow | grum bler | pro ba tion |
| wis dom | wit ness | truth ful | tom a hawk |

Lesson 118.

Lesson 119.

Copy and learn:

Better than grandeur, better than gold,
 Than rank or titles, a hundred fold,
 Is a healthy body, and a mind at ease,
 And simple pleasures that always please.
 A heart that can feel for a neighbor's woe,
 And share in his joy with a friendly glow,
 With sympathies large enough to infold
 All men as brothers, is better than gold.

ALEXANDER SMART.

| | | | |
|------|---------|-----------|--------------|
| woe | ar gue | dis tant | sym pa thies |
| glow | tit tle | sim ple | pleas ures |
| gold | mind | health y | neigh bors |
| than | share | anx ious | a pos tles |
| rank | in fold | broth ers | grand eur |

1. Write the poem above from memory.
2. How many capital letters have you used in writing the poem, and why did you use them?
3. What sounds in the word *enough?* in *neighbor?*

Lesson 120.

| | | | |
|-------|---------|---------|-----------|
| chop | fe ver | a bide | tire some |
| grab | rig id | in sane | hope ful |
| batch | shove | mo lest | queer ly |
| numb | known | ex cept | o ra tion |
| jump | lend er | de cay | part ly |

Lesson 121.

de bate
de ceit
de cent
East er
eight y
fac tor
gar get
hal loo'
hal low
mil dew
lad ing
lac ing
lug gage
jin gle
bal last
res cue
cap tain
earth ly
el e ment
pri ma ry

Lesson 122.

ill-will
im prove
jog ging
in ci dent
ca lam i ty
dain ti ly
crin kle
im mod est
main tain'
o mis sion
quo tient
ac com plish
hair-brush
ju di cious
joy ous ly
jug gler y
leg is late
lig a ment
life less ly
lib er al ly

Lesson 123.

lone some
lo cal ly
lu di crous
loy al ly
ma li cious
mär i gold
mas ter ly
ma te ri al
lux u ri ate
man li ness
man da rīn'
ma rau der
mar tyr dom
mer ri ment
mil i ta ry
oc ta' vos
mirth ful
mi cro scope
med dle some
mag nif i cent

Dictation.

“Manual labor is a moral safeguard, a protection against sin.”

Work calms the passions, occupies the mind, and does not leave it time to think of evil.

Girls must be put at every kind of service, and made to work at what is burdensome, in order to make them robust, healthy, and intelligent.—MADAME DE MAINTENON.

Lesson 124.

"Clay is a kind of earth usually found packed closely in solid beds. It is made of the fine dust of rocks which have been rolled over each other in brooks and rivers.

"Clay is ground up in a mill into a kind of putty, which is molded into the form of bricks. These are first dried in the sun, and then piled loosely in great stacks called kilns, and baked for several days."

| | | | |
|--------|---------|----------|----------|
| kiln | crumb | hum ble | a live |
| jok er | pil fer | in jure | tal low |
| leak y | riv ers | close ly | tav erns |
| sol id | blithe | em bark | sys tem |
| wea ry | cat tle | rolled | tar nish |

Write about *clay*, using the following questions as hints:

1. What is clay, and where is it found?
2. What is its color before it is baked?
3. What is the usual color of bricks? Are all bricks of the same color?

Lesson 125.

| | | | |
|---------|-------------|-------------|--------------|
| moat | nov ice | won der | liz ards |
| rig or | o ri ent | tur tles | rep tiles |
| shears | fresh ly | in quest | tor tois es |
| lit ter | in cline | kin dred | pitch fork |
| to ken | re lig ious | mar ma lade | croc o diles |

Write what you know about turtles and crocodiles.

Lesson 126.

| | | | |
|---------|----------|-----------|-----------|
| häunch | hu mor | pew ter | op pose |
| re tail | plat ter | pes tle | un like |
| put ty | ur gent | per sist | na tive |
| wo ful | weap on | per plex | loose ly |
| wor thy | sad den | pe ri od | ten dril |
| tis sue | ur chin | per spire | Pu ri tan |

Lesson 127.

| | | | |
|----------|------------|-----------|-------------|
| sa ber | ker nel | lum ber | in fringe |
| toast | rack et | whin ny | ac cu rate |
| ut ter | pro file | brack et | ex pos ure |
| pro fess | quo rum | zeal ous | ve ran da |
| chat ter | pa cif ic | no ta ry | do min ion |
| ten sion | ter ri fy | text ure | tes ta ment |
| fur long | cur ren cy | cus to dy | pri va cy |

Lesson 128.

| | | | |
|----------|----------|----------|-------------|
| zinc | ul cer | quiv er | ran som |
| ju ry | hoar y | scuf fle | wel come |
| lapse | no tion | in fuse | fa mil iar |
| knoll | the o ry | ves try | per se vere |
| wrench | ex panse | o di ous | moc' ca sin |
| swerve | wrap per | way ward | worth less |
| pref ace | whis per | war rior | whole some |

Lesson 129.

"The word *telegraph* means *far-writer*, and *telephone* means *far-talker*; the former enables us to send messages to a great distance, by means of signs carried over a wire by electricity; and by the other we are enabled to speak a great distance, so that a person at the other end of the wire can hear what we say."

| | | | |
|---------|----------|-----------|-----------------|
| wire | or i gin | sig nals | e lec tric i ty |
| or gan | cred it | plen ty | en a bled |
| poise | crick et | talk er | tel e graph |
| po em | toi let | crāy on | or di na ry |
| cra ter | writ er | ōr a tor | mes sage |
| bun dle | nee dle | ōr i fice | tel e phone |
| cro cus | bow er | fear ful | de crease |
| bus tle | bu reau | butch er | bun gler |

Lesson 130.

| | | | |
|----------|-----------|------------|-------------|
| reb el | scut tle | tempt er | por cu pine |
| reign | re cīt al | ser vice | pos si bly |
| re gret | tat tler | cor rupt | tap es try |
| verge | ves per | tem ple | reck less |
| tar tar | por ter | set tler | tēr ri ble |
| sheath | sec tion | cut let | te di ous |
| se rene | ver min | sense less | po si tion |
| bur i al | cro chet | fra grant | fort u nate |
| for give | crim son | crys tal | floun der |
| for feit | fru gal | cuck oo | cul ti vate |

Lesson 131.

MARY WIEDMAN'S reply to her COUSIN ANNIE, under date of February 25, 1887.

She was very glad to hear from her,—thinks the spring weather must be delightful. In Chicago, it is very cold, with snow and ice. She would like to see the great river, with its levee and strange sights,—would like to show Annie the great lake, its wharves, vessels, and grain elevators,—invites Annie to spend a few weeks with her in June, and promises her some beautiful drives in the parks.

Write Mary's letter in full.

Lesson 132.

| | | | |
|---------|---------|----------|------------|
| mourn | gal ley | myr tle | peev ish |
| nymph | mold y | net tle | path way |
| gäunt | mor tar | ga le na | pad lock |
| mör al | mor sel | mis sion | gen tile |
| own er | mor tal | mis sive | gar den er |
| par son | mo tive | mixt ure | game ster |
| ped dle | muf fin | roos ter | pain less |
| pick le | mur mur | rogu ish | pale ness |
| gen ius | mus lin | pil grim | pave ment |
| gain er | muz zle | per form | move ment |

1. How is *mortar* made, and for what is it used?
2. What is a *mortar*, and for what is it used?

Lesson 133.

"The Chipmunk, or Striped Squirrel, is a very pretty and lively little creature, which makes its nest in a hole which it digs in the ground, near the roots of an old tree or under the shelter of a wall."

"The nest is made soft and warm with dry leaves, and near it is stored a large supply of walnuts, chestnuts, beechnuts, acorns, and grain. In the autumn the squirrel is very busy getting its store of food, and is often seen hurrying along to its hole with its cheek-pouches full of nuts and grain."

| | | | |
|--------|---------|-----------|-------------|
| moist | im ply | halt er | hap pens |
| shirk | hair y | mod ern | hap pen ing |
| swap | shiv er | grat i fy | hap pen ed |
| czar | live ly | im port | chip munk |
| sur ly | hap pen | im pulse | stealth y |

Lesson 134.

| | | | |
|----------|-----------|------------|---------------|
| steed | awn ing | grav i ty | trades man |
| bus y | an gry | a loud | hur ry ing |
| at las | mod el | rhyme | mon i tor |
| as pect | hur ries | au tumn | get ting |
| art ist | hur ry | pouch es | hur ried |
| taw ny | nib ble | ac cus tom | ad ven ture |
| sul len | swol len | at tract | ad vis a ble |
| stur dy | sur pass | an gri ly | ac cept a ble |
| sir up | sur geon | sup port | ap proach |
| squeeze | stam mer | sub scribe | an ec dote |
| stag ger | stub born | stut ter | busi ness |

Review.

| Lesson 135. | Lesson 136. | Lesson 137. | Lesson 138. |
|-------------|-------------|-------------|--------------|
| ail | hummed | stopped | ker o sene |
| ewe | sleigh | so ci e ty | sup plied |
| sure | ac cent | mul lein | gar ri son |
| flea | fau cet | ab sence | leath ern |
| bass | gay e ty | e clipse | oc ca sion |
| ac id | gal lon | zeph yr | moc ca sin |
| helm | fac ing | jeal ous | knap sack |
| knead | mal ice | ma chine | mag a zine |
| aught | i ci cle | ob serve | mack er el |
| dai sy | parade | satch el | grand eur |
| eaves | pac i fy | war rant | quo tient |
| pal sy | oc cu py | quar rel | tor tois es |
| maize | quar ry | bail iff | ac cu rate |
| niche | quench | har ass | sub scribe |
| knoll | rar i ty | scuf fle | ec cen tric |
| gauge | valise | man a cle | im pet u ous |
| quail | rat tan | lan guid | ne ces si ty |
| crumb | nov ice | will ful | re bel lion |
| be lief | liz ard | wiz ard | vac ci nate |
| squeal | blithe | ped dle | ma la ri a |

Dictation.

Life is a short day, but it is a working day.—H. MORE.

Life is a quarry out of which we are to mold, and chisel, and complete our character.—GOETHE.

We live in deeds, not years; in thoughts, not breaths. We should count time by heart-throbs. He most lives who thinks most, feels the noblest, acts the best.—BAILEY.

Lesson 139.

| | | | |
|---------|----------|----------|-------------|
| so lo | growth | war like | ter race |
| ve to | ten der | tem pest | prod uct |
| wa ry | pulse | warn ing | moist ure |
| grieve | mod i fy | ver sion | prod i gal |
| sol emn | ven ture | monk ish | sol i ta ry |

Write sentences, using the words *veto*, *terrace*, *prodigal*, *product*, *wary*.

Lesson 140.

| | | | |
|---------|----------|-----------|-------------|
| groove | flim sy | flat ten | thor ough |
| grim y | fret ful | fic tion | truth ful |
| flee cy | ful fill | foun dry | gor geous |
| gur gle | flut ter | pay ment | guilt less |
| gar gle | flick er | foun tain | won der ful |

1. Write a sentence using a compound word and a question-mark.
2. Write a sentence using quotation-marks.
3. Write a sentence using an apostrophe and a caret.

In writing, we use commas (,), semicolons (;), colons (:), periods (.), question-marks (?), exclamation-points (!), dashes (—), marks of parenthesis (), and quotation-marks (""). We use the hyphen (-) to connect the parts of a compound word. The hyphen is also used at the end of a line when one or more syllables of a word are written on the line below. We use the caret (^) to indicate that something has been omitted by mistake from a word or from a line.

Lesson 141.

| | | | |
|----------------|----------------------|-------------|-----------------|
| O. O. D. . . . | collect on delivery. | Cr. | Credit. |
| Alex. . . . | Alexander. | Benj. . . . | Benjamin. |
| Jas. . . . | James. | Esq. . . . | Esquire. |
| M. D. . . . | Doctor of Medicine. | Long. . . . | Longitude. |
| bbl. . . . | barrel. | N. A. . . . | North America. |
| Jos. . . . | Joseph. | Rec'd . . . | Received. |
| Lat. . . . | Latitude. | Thos. . . . | Thomas. |
| E. . . . | East. | Dan'l . . . | Daniel. |
| S. A. . . . | South America. | N. | North. |
| Vol. . . . | Volume. | Sam'l . . . | Samuel. |
| No. | Number. | Theo. . . . | Theodore. |
| Robt. . . . | Robert. | Supt. . . . | Superintendent. |
| W. | West. | S. | South. |

Lesson 142.

Copy the following sentences, using complete words in place of the abbreviations:

1. Benj. Franklin, Alex. Hamilton, and Dan'l Webster were great statesmen.
2. Jas. Russell Lowell, the poet, lives at Cambridge, Mass.
3. The ship was lost off the coast of S. A., in Lat. 30° Long. 40°.
4. Write five sentences, using five other abbreviations from the list above.

Dictation.

No man can tell whether he is rich or poor by turning to his ledger. It is the heart that makes a man rich. He is rich or poor, according to what he *is*, not according to what he *has*.

BREWER.

Abbreviations (for Reference).

States and Territories.

| | | | |
|-----------------------------|-----------|--------------------------|---------|
| Alabama | Ala. | New York | N. Y. |
| Alaska | Alaska. | Mississippi | Miss. |
| Arizona | Ariz. | Missouri | Mo. |
| Arkansas | Ark. | Montana | Mont. |
| California | Cal. | Nebraska | Nebr. |
| Colorado | Col. | Nevada | Nev. |
| Connecticut | Conn. | New Hampshire | N. H. |
| Dakota | Dak. | New Jersey | N. J. |
| Delaware | Del. | New Mexico | N. Mex. |
| District of Columbia. D. C. | D. C. | North Carolina | N. C. |
| Florida | Fla. | Ohio | Ohio. |
| Georgia | Ga. | Oregon | Oreg. |
| Idaho | Idaho. | Pennsylvania | Pa. |
| Illinois | Ill. | Rhode Island | R. I. |
| Indian | Indian T. | South Carolina | S. C. |
| Indiana | Ind. | Tennessee | Tenn. |
| Iowa | Iowa. | Texas | Tex. |
| Kansas | Kan. | Utah | Utah. |
| Kentucky | Ky. | Vermont | Vt. |
| Louisiana | La. | Virginia | Va. |
| Maine | Me. | Washington | Wash. |
| Maryland | Md. | West Virginia | W. Va. |
| Massachusetts | Mass. | Wisconsin | Wis. |
| Michigan | Mich. | Wyoming | Wyo. |
| Minnesota | Minn. | | |

Lesson 174.

Copy the following names of States and Territories, and write from memory their abbreviations:

| | | | |
|------------|-----------|-----------|---------------|
| Alabama | Illinois | Alaska | Minnesota |
| California | Indiana | Missouri | Mississippi |
| Colorado | Louisiana | Dakota | Pennsylvania |
| Montana | Wyoming | Tennessee | Connecticut |
| Delaware | Arizona | Virginia | Massachusetts |

PART III.

Lesson I.

Dictation.

OUR chief want in life is somebody who shall make us do what we can. This is the service of a friend. With him we are easily great. There is a sublime attraction in him to whatever virtue is in us. How he flings wide the doors of existence! — **EMERSON.**

Names of Cities.

| | | | |
|----------|----------|-------------|------------------|
| Par is | To kī o | Vi en na | Cal cut ta |
| Pe kin | Ma dras' | Glas gow | Brook lyn |
| Ber lin | Mos cōw | Chi cā go | Liv er pool |
| Na ples | Lon don | New York | Phil a del phi a |
| Can ton' | Bom bay' | Ham burg | St. Pe ters burg |
| Bos ton | New port | Sar a to ga | Wash ing ton |

1. Write the names of the countries in which these cities can be found.
2. Which of the cities can be reached by large vessels?
3. Which of them have you ever visited?
4. Describe your visit, or write what you have learned about any one of the cities named.

Lesson 2.

Different Forms of Words.

| | | | | | |
|------|---------|----------|---------|----------|-----------|
| dry | dri er | dri est | cold | cold er | cold est |
| bad | worse | worst | old | old er | old est |
| much | more | most | late | lāt er | lāt est |
| cool | cooler | cool est | far | far ther | far thest |
| slow | slow er | slow est | gen tle | gen tler | gen tlest |

1. Copy the words in the first and fourth columns and write from memory the forms in the other columns.

2. Fill the following blanks from the columns above:

1. James is the of the four boys.
2. The sorrel is the of the two horses.

Write sentences showing the difference in meaning between the words in the first and fourth columns and those in the others; as, Monday was a cold day, Tuesday was colder, but Wednesday was the coldest of all.

Lesson 3.

Dictation.

“Gold! gold! gold!
 Bright and yellow, hard and cold,
 Molten, graven, hammered, and rolled;
 Heavy to get and light to hold;
 Hoarded, bartered, bought, and sold,
 Stolen, borrowed, squandered, doled;
 Spurned by the young, but hugged by the old
 To the very verge of the churchyard mold.”

Lesson 4.

Dictation.

Sweet was the sound, when oft at evening's close
 Up yonder hill the village murmur rose.
 There as I pass'd, with careless steps and slow,
 The mingling notes came soften'd from below:
 The swain responsive as the milkmaid sung,
 The sober herd that low'd to meet their young,
 The noisy geese that gabbled o'er the pool,
 The playful children just let loose from school,
 The watch-dog's voice that bay'd the whispering wind,
 And the loud laugh that spoke the vacant mind,—
 These all in sweet confusion sought the shade,
 And fill'd each pause the nightingale had made.

GOLDSMITH.

1. What were the "mingling notes" spoken of in the fourth line?
2. Explain the words *swain* and *milkmaid*.
3. Explain the term, "bay'd the whispering wind."
4. Express in your own words the thoughts contained in the extract above.

Lesson 5.

| | | | |
|-----------|-------------|----------------|---------------|
| balk y | rou tine | i den ti fy | par a gon |
| e dict | i dol ize | mo ment ous | mock er y |
| molt en | parch ment | par e gor ic | i dol a try |
| par boil | id i o cy | dif fi cult y | par a lyze |
| e di tion | e con o my | tel e scop ic | ed u ca tion |
| bam boo | ed u ca tor | com fort a ble | ed i to ri al |
| bale ful | id i ot ic | pa ren the sis | venge ance |

Lesson 6.

| | | | |
|---------|-----------|-----------|------------|
| Sa rah | Eu gene | Phil ip | Clar ence |
| E li za | Mi chael | Phœ be | Har ri et |
| Al fred | Wil liam | Ger trude | Per ci val |
| Reu ben | Fran cis | Flor ence | Sol o mon |
| Mar tha | Fran ces | Ma til da | Law rence |
| Es ther | Mär i on | El ea nor | The o dore |
| Ber tha | Phin e as | Lau rence | Ad e laide |

Copy, learn, and write from memory:

“Do not look for wrong and evil;
You will find them if you do:
As you measure for your neighbor
He will measure back to you.

“Look for goodness, look for gladness,
You will find them all the while;
If you bring a smiling visage
To the glass, you meet a smile.”

Lesson 7.

Objects of Interest.

Tell where each may be found. Which are works of art? Write about one of them.

| | | |
|--------------|----------------|----------------------|
| St. Mark's | Pompeii | Natural Bridge |
| St. Peter's | Niagara Falls | Mammoth Cave |
| The Sphinx | The Acropolis | Yosemite Valley |
| The Louvre | Fingal's Cave | Giant's Causeway |
| The Coliseum | Thousand Isles | Westminster Abbey |
| The Pyramids | Windsor Castle | Bunker Hill Monument |

Lesson 8.

The apostrophe is sometimes used to indicate the omission of a letter or a number of letters from a word; as, *o'er* for *over*; *don't* for *do not*. Contractions should be used sparingly, but correctly if used at all.

| | | | | |
|----------|----------|---------|---------|---------|
| ar'n't | did n't | he 's | I 'm | 't is |
| can't | e'er | had n't | is n't | 't was |
| 't will | he 'll | I 'll | let 's | shä'n't |
| don't | have n't | it 's | may n't | won't |
| does n't | has n't | I 've | mä'am | ne'er |

1. Copy each contraction above, and opposite write the word or words for which it stands.

2. Use these contractions correctly in sentences.

NOTE. — Observe that *aunt* rhymes with "can't" and "sha'n't," *balm* with "ma'am," *where* with "e'er" and "ne'er," and *don't* with "won't."

Lesson 9.

| | | | |
|-----------|------------------------|--------------|---------------|
| du el | bul let | pi rate | ras cal ly |
| taf fy | min ute | friz zle | ab sen tee |
| bri er | mis rule | snap pish | hu mil i ty |
| mind ful | vult ure | trag ic al | du pli cate |
| ro sette | pi ra cy | su pe ri or | tur bu lent |
| u ni son | vouch er | tyr an ny | ma lig nant |
| mil let | vis count ¹ | re pair ing | trou ba dour |
| wat tle | sau ci ly | ru di ment | ac cu sa tion |
| ax i om | vict uals | use less ly | man u script |
| vi o late | bro cade | ex pres sion | syn on y mous |

¹ Pronounced *vɪk'kount*.

Lesson 10.

Homonyms.

Write sentences illustrating the use of the following words:

| | | | | |
|-------|------|-------|--------|----------|
| rude | sore | tale | sheer | can on |
| rood | soar | tail | shear | can non |
| ruff | tear | seem | al tar | au ger |
| rough | tier | seam | al ter | au gur |
| vi ol | serf | suite | throne | strait |
| vi al | surf | sweet | thrown | straight |

Lesson 11.

Neither a borrower nor a lender be;
 For loan oft loses both itself and friend,
 And borrowing dulls the edge of husbandry.
 This above all,—to thine own self be true;
 And it must follow, as the night the day,
 Thou canst not then be false to any man.

SHAKESPEARE.

Write in your own words the meaning of the extract above.

| | | | |
|-----------|-----------|--------------|----------------|
| cur few | cult ure | cür ri er | fric as see' |
| hy brid | cru sade' | ex te ri or | sec re ta ry |
| fun nel | buz zard | ex ten sive | ex tin guish |
| cud·gel | bunt ing | ex trem i ty | ex ter mi nate |
| bou' doir | bur dock | guard i an | gym na' si um |

Lesson 12.

Dictation.

Every thought of your intellect, every emotion of your heart, every word of your tongue, every principle you adopt, every act you perform, is a seed, whose good or evil fruit will prove the bliss or bane of your after life.—Wise.

| | | | | |
|--------|----------|--------|----------|-----------|
| a rise | a ris es | a rose | a ris en | a ris ing |
| stride | strides | strode | strid en | strid ing |
| bid | bids | bade | bid den | bid ding |
| ring | rings | rang | rung | ring ing |
| smite | smites | smote | smit en | smit ing |

1. Write, as above, all the forms of *lie* (to recline), *lay*, *sit*, and *set*.
2. Use all these forms in sentences.

Lesson 13.

| | | | | |
|----------|-----------|----------|------------|--------------|
| give | gives | gave | giv en | giv ing |
| tear | tears | tore | torn | tear ing |
| shake | shakes | shook | shak en | shak ing |
| for sake | for sakes | for sook | for sak en | for sak ing |
| for bear | for bears | for bore | for born | for bear ing |

1. Write sentences, using *forsake* in all its forms.
2. Write all the forms of *shout*, *shriek*, *hint*, *heave*, *cloud*, *cluck*, and *climb*.
3. Write, as above, all the forms of *love*, *fit*, and *prove*. What difference do you observe in the two sets of words?

Lesson 14.

The Brown Thrush.

“There’s a merry brown thrush sitting up in a tree;
 He’s singing to me! he’s singing to me!”
 And what does he say, little girl, little boy?
 “O, the world’s running over with joy!
 Don’t you hear? Don’t you see?
 Hush! Look! In my tree,
 I’m as happy as happy can be!”

1. Why are the first two lines enclosed by quotation-marks?
2. Why are the last four lines enclosed by quotation-marks?
3. Give reasons for the use of the apostrophes in the stanza.

Lesson 15.

| | | | |
|----------|-------------|--------------|---------------|
| ros in | foul ly | ros trum | mis cre ant |
| threat | thirst y | ro se ate | mis er a bly |
| rheum | ro sa ry | frac ture | rhi noc e ros |
| fra cas | ro ta ry | fos sil ize | dic tion a ry |
| thith er | thick en | di aer e sis | tel e phon ic |
| come ly | pan o ply | Pan the on | com bus tion |
| tem plar | dif fi cult | pan the ist | mis sion a ry |
| mam mal | dic ta tor | rheu mat ic | rheu ma tism |
| man date | tem per ate | pan the ism | co me di an |
| mam mon | teg u ment | thought ful | man age ment |

Lesson 16.

Two or more words used together to express but one idea should be compounded; as, *rainbow*, *inkstand*.

| | | |
|-------------|--------------|---------------|
| eye ball | no ble man | bond man |
| five-cent | black-eyed | waist coat |
| brake man | to-mor row | fer ry-boat |
| horse man | watch man | book store |
| green house | book-sel ler | cop per smith |

NOTE.—Many compound words that are in frequent use drop the hyphen.

1. What is meant by a *black bird*? a *blackbird*? a *live oak*? a *live-oak*? a *glass house*? a *glass-house*?

Lesson 17.

| | | |
|---------------|---------------|---------------|
| eye sight | home sick | mill-dam |
| milk maid | noon tide | lap stone |
| tongue-tied | mile-stone | light-house |
| wa ter-proof | lime stone | time piece |
| i' ron-work | i ron-clad | pocket-book |
| mock ing-bird | stone-cut ter | stone's-throw |

Write about lime, explaining the process of manufacturing it from limestone, and giving some of its most important uses.

Dictation.

There is one topic peremptorily forbidden to all well-bred, to all rational mortals, namely, their distempers. If you have not slept, or if you have headache, . . . I beseech you, by all angels, to hold your peace.—EMERSON.

Lesson 18.

| | | | |
|----------|------------|------------|----------------|
| a vert | dull ness | but ter y | burg la ry |
| cy cle | bur nish | cut ler y | du plic i ty |
| bux om | bur lesque | cu ti cle | du ti ful ly |
| cut lass | aw ful ly | dump ling | av o ca tion |
| cyg net | au top sy | butch er y | av oir du pois |

What familiar words are derived from *cycle*?

Lesson 19.

Write in your own words the following story:

"THE ORIGIN OF THE OPAL."

1. A dew-drop came, with a spark of flame
He had caught from the sun's last ray,
To a violet's breast, where he lay at rest
Till the hours brought back the day.
2. The rose looked down with a blush and frown;
But she smiled all at once to view
Her own bright form, with its coloring warm,
Reflected back by the dew.
3. Then the stranger took a stolen look
At the sky, so soft and blue;
And a leaflet green, with its silver sheen,
Was seen by the idler too.
4. A cold north-wind, as he thus reclined,
Of a sudden raged around;
And a maiden fair, who was walking there,
Next morning an *opal* found.

Lesson 20.

Different Forms of Words.

| | | | | | |
|--------|-----------|------------|---------|----------|-----------|
| soon | soon er | soon est | lit tle | less | least |
| close | clos er | clos est | well | bet ter | best |
| fast | fast er | fast est | forth | fur ther | fur thest |
| bold | bold er | bold est | coarse | coars er | coars est |
| clear | clear er | clear est | dim | dim mer | dim mest |
| ear ly | ear li er | ear li est | swift | swift er | swift est |

1. Write three sentences, in each of which all of the forms of one of the words above are used.
2. Copy the words in the first and fourth columns, and write from memory the forms in the other columns.

Lesson 21.

| | | | |
|-----------|--------------|------------|--------------|
| stitch | lit er al | ri fle | pröb i ty |
| starch | stu pe fy | pitch er | rel a tive |
| sulk y | su' i cide | prick ly | re main der |
| mel low | su i ci' dal | a venge | ab o li tion |
| pow der | sus pi cion | me di um | pul ver ize |
| prö claim | mod er ate | spec i men | pro dig ious |

The word *sulky* suggests *sulk*; *remained* suggests *remain*. What simple words are suggested by *suicidal*, *suspicion*, *stupefy*, and *abolition*?

Dictation.

Good-nature is more agreeable in conversation than wit, and gives a certain air to the countenance which is more amiable than beauty. It shows virtue in the fairest light, takes off in some measure from the deformity of vice, and makes even folly and impertinence supportable.—ADDISON.

Lesson 22.

Names of Countries and Provinces.

| | | | |
|-----------|------------|------------|---------------|
| Wales | It a ly | Lap land | Bel gi um |
| France | Po land | Hol land | Ger ma ny |
| Greece | Sax o ny | Den mark | Bul ga ri a |
| Al säce' | Cas tile | Aus tri a | Wur tem berg |
| Lor raine | Port u gal | Ba va ri a | Switz er land |

1. If you were traveling in Italy, what cities would you visit, and what objects of interest should you expect to see?

2. Write an interesting fact about Holland; about the Swiss; about the Laplanders.

Lesson 23.

Names of Cities.

| | | | |
|------------|----------|-----------------------|--------------------|
| Ghent | Lis bon | Tri este ¹ | Mes si' na |
| Rome | Ber lin | Co logne | Mar seilles |
| Berne | Ven ice | O des sa | Stock holm |
| Hävre | Ath ens | Brus sels | Ed in burgh |
| Ly ons | Mad rid | Pa ler mo | Man ches ter |
| Dub lin | Vi en na | Bo logna | Co pen ha gen |
| Shef field | Ge ne va | Bor deaux | Con stan ti no ple |

1. Write opposite the name of each city the name of the country in which it is situated.

2. Which city would you prefer to visit, and why?

3. Which of these cities are seaports?

4. Write some interesting facts about Rome.

¹ Pronounced *tre est'*.

Lesson 24.

Form or select sentences containing the following:

| | | | | |
|-------|-------|--------|-------|---------|
| cede | rite | lie | clime | hoard |
| seed | right | lye | climb | horde |
| loan | surge | mean | fort | maze |
| lone | serge | mien | forte | maize |
| cast | lode | crews | ring | chaste |
| caste | load | cruise | wring | chased |
| foul | links | nave | groan | sail er |
| fowl | lynx | knave | grown | sail or |

What winning graces! what majestic *mien*!

She moves a goddess and she looks a queen.

POPE.

Ah! who can tell how hard it is to *climb*
The steep where Fame's proud temple shines afar! — BEATTIE.

Lesson 25.

| | |
|----------|-----------|
| shield | shrewd |
| loathe | sal ver |
| sci ence | sex ton |
| hēif er | gal lop |
| an noy' | im plore' |
| se quel | scul pin |
| ax i om | rough ly |
| loos en | im press |
| fōr age | jäun dice |
| quib ble | scul lion |

Lesson 26.

| | |
|-------------------------|--------------|
| qui' nine | sau ci ly |
| sat is fy | o' dor ous |
| im mure' | res i dence |
| ōr a cle | do cil i ty |
| lunch eon | suf fi cient |
| vign ette' ¹ | fu ner al |
| sec u lar | re pair ing |
| e qua ble | im mōr al |
| loft i ly | there fore |
| mor' phine | lon gi tude |

¹ Pronounced *vīn yēt'*.

Lesson 27.

| | | | |
|-----------|------------|-------------|--------------|
| lurch | rank le | lum ba go | en rapt ure |
| ten' et | ra pi er | par ti san | ra pid i ty |
| en roll | en shrine | ter mi nate | lu mi na ry |
| lus trous | tend en cy | ten der ly | ra pac i ty |
| rap' ine | lu mi nous | ter ma gant | en roll ment |

Consult the Dictionary, and mark the vowel sounds in the accented syllables of the words above.

Lesson 28.

| | | | |
|----------|-----------|------------|-------------|
| ni tric | out ward | su mac | or tho dox |
| ni trate | out rage | suf frage | tra di tion |
| des tine | tran som | trans mit | des ti tute |
| sun dry | tran sit | trans late | suf fo cate |
| net ting | suc cumb' | ot to man | noc tur nal |

1. Which words in Lesson 28 are accented on the second syllable?

2. Form four words by adding *ing* to *succumb*, *transmit*, *translate*, and *suffocate*.

Lesson 29.

Write a letter to some friend from the following notes:

You are visiting in . . ., arrived ten days ago by steamer (or cars). Describe your journey, telling what you saw on the route; also mention persons whom you met. Give an account of some work of art in the place where you are visiting, or of some excursion that you have taken with your friends.

Lesson 30.

Dictation.

Though the mills of God grind slowly,
 Yet they grind exceeding small;
 Though with patience he stands waiting,
 With exactness grinds he all.

LONGFELLOW.

I give it as my deliberate and solemn conviction, that the individual who is habitually tardy in meeting an appointment will never be respected or successful in life.—REV. W. FISK.

| | | | |
|---------------|------------|-----------|--------------|
| home stead | thiev ish | hur rä | as sas sin |
| bron chī tis | gas e ous | hös tīle | pa tri cian |
| cōm' bat ive | pel lu cid | dec ade | ag gra vate |
| cōm' bat ant | ter ra pin | frōnt ier | ad o ra tion |
| con' verse ly | guid ance | fūs i ble | an chor age |

Lesson 31.

Lesson 32.

| | | | |
|-------------|-------------|----------------|----------------|
| tī rade | chintz | to geth er | ru di ment |
| ge ni al | pel let | trav el er | in del i ble |
| ag o nize | mā tron | ver' sa tīle | pan a ce' a |
| ag i tate | ped' ant | ve he ment | val u a ble |
| hēr o yne | pär a site | mi nute ly | ad di tion |
| dis as ter | gar rote' | scru ti nize | bois ter ous |
| quan ti ty | num er al | di ar rhe a | ma lig nant |
| de liv er y | pa vil ion | o blïque ly | res ig na tion |
| in trench | chiv al ry | dī gres sion | com' pa ra ble |
| mem o ry | crit i cise | dī lap i date | pred e ces sor |
| tol er ate | nu mer ate | in cau tious | blas' phe mous |
| dis o blige | fa ce tious | dis fran chise | ac cū mu late |
| al der man | in tru der | phi los o phy | in tox i cate |

Lesson 33.

| | | | |
|---------|----------|------------|----------------|
| gnarl | hon ey | a ghast' | suăv i ty |
| psalm | hoe ing | trō phy | vĭ cin' i ty |
| gauze | chas ing | o' vert | bar' be cue |
| dwarf | rev er y | dā tive | cal' a boose |
| swain | mor tise | däunt less | ca jöl' er y |
| sprawl | o' zone | ban nock | rep' er to ry |
| freight | shoe ing | pleu ri sy | ca lam' i tous |

Lesson 34.

| | | | |
|---------|-----------|--------------|----------------|
| sib' yl | om e let | cal i ber | ac claim' |
| cyn ic | os si fy | dau phin | ban is ter |
| ey ing | lu na cy | dean er y | cal ci um |
| ep och | fal la cy | ec lec tic | ob' lo quy |
| co erce | au di ble | ec sta sy | ab surd i ty |
| gir dle | sâl a ble | fil a ment | bank rupt cy |
| eye let | va gâ' ry | ten ta tive | de base ment |
| ed i fy | ðn er ous | pan e gyr ic | tax i der mist |

Lesson 35.

| | | | |
|-----------|-----------|---------------|-------------------|
| thrall | fil let | bail a ble | ob so lete |
| launch | fil ial | tech ni cal | op tion al |
| wraith | ju' rist | ple be' ian | gra tu' i ty |
| fraught | fîn' er y | in ter cede' | ab di cate |
| ox ide | nox ious | su per sede' | eb ul lî tion |
| triv i al | fi nal ly | mol e cule | or a to' ri o |
| crouched | jug gles | ref' er a ble | ec cle si as' tic |
| di o cese | fül some | ad' ver sa ry | ex trav a gance |

Lesson 36.

| | | | |
|----------|----------|-----------|------------|
| need n't | it 'll | wher e'er | what e'er |
| 'gainst | where 's | who e'er | which e'er |

Copy the following sentences, writing in full the shortened words:

"Nothing ever tugs so at one end but there 's something tugging at the other."

"You need n't patch up any worries; you can get them anywhere as you go along."

"Clear fidget is the worst thing you can give up to. It 's a way you get into, and it 'll follow you up."

"I don 't know as we 're anywhere commanded to be satisfied. We 're to be content and patient."

Lesson 37.

| | | | |
|-----------|-------------|--------------|-----------------|
| a fire | out weigh | il leg i ble | hem i sphere |
| com mit | frē quent | in ter twine | hab it a ble |
| dis cern | dis be lief | sub ma rine' | hom i cide |
| up borne | be com ing | mis man age | in at ten tive |
| grate ful | mis in form | a non y mous | trans' mi grate |

NOTE.— *C* before *e*, *i*, or *y* is sounded like *s*; as, *cent*, *cinder*, *cypress*. *C* sounded like *s* is called "soft *c*"; like *k*, "hard *c*."

1. Write several words in which *c* is at the end, or is immediately followed by *a*, *o*, *u*, *c*, *k*, *l*, or *r*.

2. Write in one column, from page 93, all the words containing "soft *c*"; in another column, all containing "hard *c*."

Lesson 38.

Dictation.

"The shivering herd

Lowed on the hoary meadow-ground, and fast
 Fell the light flakes upon the earth unstirred;
 The forest firs, with glittering snows o'erlaid,
 Stood like hoar priests in robes of white arrayed."

| | | | |
|-----------|------------|------------|------------|
| a wry | lodg er | ac cess | ar son |
| a or' ta | liq uor | en core | flag ging |
| ap pall | leg i bly | fal li ble | gen e sis |
| a droit | leg i ble | fal si fy | herb age |
| äl mond | av e nue | fal si ty | hēath er |
| au dit or | bow-legged | gey ser | in hēr ent |

Lesson 39.

| | |
|-----------|--------------|
| cur lew | ag ate |
| as cend | im pair |
| lī chen | burg lar |
| beg gar | çha rade |
| ed i fice | al lude |
| dis sect | vis it or |
| av a rice | an' ces tor |
| au' ro ra | strag gler |
| strag gle | dis si pate |
| cit a del | cham pi on |
| vis i ble | ad ver tise' |
| rem e dy | em' bas sy |
| ret i nue | en coun ter |
| en croach | hon or a ble |

Lesson 40.

| | |
|-----------------------|----------------|
| pom mel | in fu sion |
| fin i cal | mul ti tude |
| en am el | in no cence |
| nau seous | e ma ci ate |
| fish er y | en cour age |
| pōm pouς | çham pagne |
| cred it or | in ces sant |
| çham ois ¹ | as sid u ous |
| flan nel | dis si pa tion |
| ghost ly | change a ble |
| help ful | chan cel lor |
| help less | au dac i ty |
| an guish | am bu lance |
| at ti tude | ap pre ci ate |

¹ Pronounced *shām'my*.

Lesson 41.

Dictation.

"Yes, courage, boy, courage, and press on thy way,
 There is nothing to harm thee, nothing to fear;
 Do all which Truth bids thee, and do it to-day;
 Hold on to thy purpose, do right, persevere."

| | | | |
|-----------|-----------|--------------|---------------|
| con cern | pru dent | dig ni fied | rel ish ing |
| pre cise | watch ful | fil i gree | un fail ing |
| sa' vor y | care less | dis qui et | dī ver si ty |
| cer tain | go ril la | ul ti mate | con clu sive |
| cor rect | hon es ty | dil' a to ry | dis tinc tion |

1. What is meant by "a savory dish"? "diversities of gifts"? "Honesty is the best policy"?
2. What other words have nearly the same meaning as *careless*?
3. Write sentences containing *precise*, *relish*, *distinct*.

Lesson 42.

| | | | |
|-----------|-----------|-------------|----------------|
| i vy | fuch si a | ar bu' tus | jes sa mīne |
| i ris | a za le a | hy' a cinth | ge ra ni um |
| lau rel | ver be na | be go' ni a | col um bine |
| co' le us | gēn tian | cyc' la men | he' li o trope |
| ox' a lis | prim rose | he pat i ca | nas tur tium |

1. Which of the flowers named above have you seen growing?
2. Which of them may be called "wild flowers"?
3. Which are vines? Which are shrubs?

Lesson 43.

A **prefix** is a letter or letters joined to the beginning of a word to modify its meaning.

A **suffix** is a letter or letters joined to the end of a word to modify its meaning.

*Prefixes.***De**, *down*.**Un**, *not*.*Derivatives.***De** press, *to press down*.**Un** kind, *not kind*.*Common Prefixes.*

Copy the following prefixes, and write from memory their meanings:

Ex, *out*; **mis**, *wrong*; **re**, *again*; **con**, **co**, *with* or *together*; **ante**, *before*; **post**, *after*; **sub**, *under*; **super**, *over*; **contra**, *anti*, *against* or *from*; **circum**, *around*; **a**, *in* or *on*; **trans**, *across*; **mal**, *badly*.

Note. — The prefix *in* is often changed to *im*, *il*, or *ir*.

Lesson 44.

| | | | |
|-----------------|--------------------|----------------------|-------------------|
| ex hale' | mal treat' | an' te room | con tra dict |
| mis use | de grade | an' ti dote | sub mer sion |
| a sleep | un known | tran scribe' | cir cum scribe' |
| re build | mis match | an tip' o des | post me rid' i an |
| con join | an te date' | co part ner | su per nat' ur al |

Select from page 133 six other words illustrating the use of prefixes.

*Suffixes.***Er**, *person or thing*.**En**, *to make*.**Able**, *can be*.*Derivatives.***Believ er**, *one who believes*.**Black en**, *to make black*.**Conceiv able**, *can be conceived*.

Lesson 45.

Synonyms are words which have similar meanings; as, *droll, comical; forgive, pardon*.

| | | | |
|--------------|---------------|----------|----------------|
| source | spa cious | skill | shud der |
| trem ble | smoth er | room y | frank ness |
| so lic it | sin cér i ty | sketch | be gin ning |
| ex press ive | dex tér i ty | sti fle | sig nif i cant |
| de lin e ate | sim plic i ty | en treat | nat u ral ness |

1. Copy the words in the first and second columns, and write opposite each word its synonym, which may be found in the third or fourth column.
2. Write five sentences, using correctly the five words in the second column.
3. Write five other sentences, using the synonyms of the same words.

Lesson 46.

| | | | |
|-------------|--------------|------------|----------------|
| con sign | loit er | theft | lin ger |
| lén i ty | la tent | in trust | las si tude |
| lan guor | toil some | pro voke | prof it a ble |
| ir ri tate | lar ce ny | vig or ous | stin gi ness |
| stren u ous | lu cra tive | mild ness | la bo ri ous |
| vol un tary | par si mo ny | con cealed | spon ta ne ous |

1. Write six sentences, using the six words in the second column.
2. Re-write the sentences, using, if suitable, the synonyms of the same six words.

Lesson 47.

Countries.

| | | |
|-----------|------------|---------------------|
| Pe ru' | Bra zil' | Co lum bi a |
| Chil i | Ec ua dōr' | Ven e zue' la |
| A las ka | U ru guay | U ni ted States |
| Guī ä' na | Pä ra guay | Brit ish A mer i ca |
| Yu ca tan | Bo liv i a | Cen tral A mer i ca |

1. Write the name of one city in each country.
2. Write about Alaska and Canada,—to what nation they belong, what important fisheries near, etc.

Lesson 48.

| | | |
|-----------|-------------|-----------------|
| Lü ma | Bah i' a | Mon te rey' |
| Qui to | Po to si' | St. Lou is |
| Bo go tä' | Ca rac as | Ri o Ja nēi ro |
| Ot' ta wa | Mon tre al | Par a mär' i bo |
| Cay enne' | San ti ä go | Mon te vüd' e o |

In what country is each of these cities found?

Dictation.

“ There is a land, of every land the pride,
 Beloved by Heaven o'er all the world beside,
 Where brighter suns dispense serener light,
 And milder moons imparadise the night;
 A land of beauty, virtue, valor, truth,
 Time-tutored age, and love-exalted youth;

 Oh, thou shalt find, howe'er thy footsteps roam,
 That land—*thy country*, and that spot—*thy home*.”

Lesson 49.

The Village Preacher.

“Thus to relieve the wretched was his pride,
 And e'en his failings leaned to virtue's side;
 But, in his duty prompt at every call,
 He watched and wept, he prayed and felt for all;
 And, as a bird each fond endearment tries,
 To tempt its new-fledged offspring to the skies,
 He tried each art, reproved each dull delay,
 Allured to brighter worlds, and led the way.”

Write in your own words the meaning of the extract above.

Lesson 50.

| | | | |
|-----------|-------------|------------|----------------|
| thrice | hal yard | mere ly | in no va tion |
| shield | wharf age | me ri' no | de tach ment |
| faç ile | or gan ize | vel vet y | mag ni tude |
| der rick | des pot ism | a nem o ne | jeop ard ize |
| fac tions | in nu en do | me men' to | ac com pa nist |

Write sentences beginning with “One of you,” “Both of you,” “Some of the men,” and “Neither of the boys,” and followed by *is* or *are*, *was* or *were*.

Lesson 51.

| | | | |
|--------------|---------------|--------------|-------------------|
| mor tal ly | no bil i ty | mod est y | fer rü gi nous |
| mov a ble | des' ul to ry | po et i cal | cy clo pe' di a |
| poign an cy | tau tol o gy | se ces sion | rec on noi' ter |
| mur der ous | mer ce na ry | sec ond a ry | ram i fi ca tion |
| mon arch ist | mod er a tor | sed en ta ry | da guërr e o type |

Lesson 52.

Homonyms.

Use the following words in sentences:

| | | | | |
|---------|--------|----------|----------|------------|
| bite | isle | claws | cel lar | • ses sion |
| bight | aisle | clause | sel ler | ces sion |
| beer | team | cruel | les sen | mus tard |
| bier | teem | crew el | les son | mus tered |
| faint | write | root | met al | bur row |
| feint | wright | route | met tle | bor ough |
| as sent | mi ner | se ri al | coun sel | mar tial |
| as cent | mi nor | ce re al | coun cil | mar shal |

Lesson 53.

| | |
|----------|------------|
| jaunt | a mass |
| purge | ha zel |
| ag ile | mön ad |
| äl ien | al lure |
| trounce | lus ti ly |
| tru ant | em u late |
| de sert' | tooth ache |
| dain ty | ap plause |
| u ni ty | turn key |
| su perb | un e ven |
| wel fare | wa ter y |
| al loy | wasp ish |
| suit or | trust ful |

Lesson 54.

| | |
|--------------|----------------|
| el lipse | pro noun |
| e lix ir | man u al |
| bra vä do | se di tious |
| u ni form | dis sem ble |
| dram a tist | di men sion |
| flag eo let | lux u ri ous |
| fñ nan cial | des' pi ca ble |
| dis' pu tant | dys en ter y |
| choc o late | op er a tive |
| court e ous | op er a tor |
| treas ur y | pneu mat ics |
| treas ur er | plē o näsm |
| des ig nate | sen iör i ty |

Lesson 55.

Observe a change in the use of the following words, indicated by a change in the accent.

| | | | |
|------------|------------|------------|------------|
| sur' vey | ref' use | trans' fer | con' tract |
| sur vey' | re fuse' | trans fer' | con tract' |
| pres' ent | con' cert | per' mit | prës' age |
| pre sent' | con cert' | per mit' | pre sage' |
| com' pound | prög' ress | in' sult | pröd' uce |
| com pound' | prö gress' | in sult' | pro duce' |

Use the words above in sentences.

Lesson 56.

| | | | |
|-----------|------------|--------------|--------------|
| gōurd | e vict' | log ic al | Oc to ber |
| troupe | fer tle | fa tal ly | con tral' to |
| fault y | ef fi gy | oc ta vo | gloom i ly |
| nei ther | hy e na | fea si ble | ev er green |
| fes toon' | nerv ous | pass o ver | di am e ter |
| glä zier | mal a dy | ev i dence | hy dro gen |
| u ni corn | di a dem | ef fi' cient | nine ti eth |
| e go tism | or na ment | o ri en tal | con ven ient |

Mark the accented vowels in the words of the following sentences; thus, *sēc-*, *rēc-*, *-cēed-*:

1. The secretary made a record of the proceedings.
2. The teacher received a present from her pupils.
3. We will accent the noun *refuse* on the first syllable, but the verb *refuse* on the second.

Lesson 57.

Dictation.

“Not what we give, but what we share,
 For the gift without the giver is bare;
 Who gives himself with his alms feeds three,—
 Himself, his hungry neighbor, and me.”

Synonyms.

| | | | |
|---------------|-----------|------------|---------------|
| out live | sear | rid i cule | with ered |
| sur mise | mock | sus pect | greet ing |
| se clu sion | sub due | sur vive | su preme' |
| in ter rupt | scoûrge | sup press | af flic tion |
| sal u ta tion | great est | sus pend | sep a ra tion |

1. Copy the words in the first and second columns, and opposite each word write its synonym.

Lesson 58.

| | | | |
|------------|------------|------------|--------------|
| grasp | se ri  s | seize | sham |
| eld er | harsh | s  v er | se vere' |
| shat ter | fraud | s  n ior | shiv er |
| se cre cy | shrink | se quence | shriv el |
| sep a rate | sed i ment | set tlings | re tire ment |

1. Form nine words by adding *ing* to words in the columns above.

2. Select from the first and second columns a synonym for each word in the third and fourth.

3. Write sentences containing the words *grasp*, *elder*, *shrink*, and *harsh*.

4. Write sentences containing their synonyms.

Lesson 59.

þi az za
hōm age
cu po la
do main
home ly
ho ri' zon
hēr o ism
gos ling
glis ten
sau sage
ro mance'
prēl ate
gal lows
dis dain
läun dry
leis ure
in stead
for bāde
scoun drel
per ju ry

di verge
di vulge
re doubt
trav' erse
in crease
in hēr it
de crep it
gan grene
fran chīse
fem i nine
ex qui site
ex ec u tor
cū li na ry
dom i cile
e ner' vate
con fi dant
ex ec u tive
fi del i ty
dis cov er y
ex tem po re

ail ment
ad journ
ser vīle
car bīne
com ment
cōm rāde
con' strue
gen u īne
ep i taph
a cute ly
al co hol
pā tri ot
mu se' um
des sert'
al ge bra
ab do' men
bed stead
gen er al ly
mas cu līne
chem is try

Lesson 60.

al ter nate
al li ga tor
al a bas ter
ad mi ra ble
per pet u al
sub sid' ence
ri dic u lous
pre cēd' ence
pat ri mo ny
par ti ci ple
par ti al i ty
nom i na tive
in au gu rate
mer can tīle
in' ter est ing
ir rā tion al
ir rev' o ca ble
per cent age
re mon strate
pen e tra tion

Lesson 61.

1. Which words in the columns above are nouns, or names?
2. Which words above illustrate the use of prefixes or suffixes? Explain.
3. Select words from Lesson 60 that are derivatives from simpler English words.

Lesson 62.

From a page of "Ivanhoe."

| | | | |
|----------|-----------|--------------|------------------|
| spoil | beau ty | green wood | fol low ers |
| glade | sor row | do na tion | en ter prise |
| am ple | con vent | de part ed | pro ces sion |
| waved | de rived | at tend ed | al to geth er |
| re cent | vas sals | branch es | neigh bor ing |
| syl van | out laws | de pos it ed | ex pec ta tion |
| bus ied | ren dered | de jec tion | dis tri bu tion |
| af fray' | de ceased | as sem bled | re mem brance |
| might y | mourn ful | ex ter nal | rec ol lec tions |

Lesson 63.

The Song of Rebecca.

When Israel, of the Lord beloved,
 Out of the land of bondage came,
 Her fathers' God before her moved,
 An awful guide, in smoke and flame.
 By day, along the astonished lands,
 The cloudy pillar glided slow;
 By night, Arabia's crimsoned sands
 Returned the fiery column's glow.

From "Ivanhoe."

1. Give reasons for the use of the capitals in "The Song of Rebecca."
2. Explain the meaning of the third, fourth, fifth, and sixth lines.

Lesson 64.

Use the following words in sentences:

| | | | |
|--------------|--------------|--------------|---------------|
| al ly' | e lic it | al lu sion | as sist ants |
| al ley | il lic it | il lu sion | as sist ance |
| crit ic | sur plus | ad hēr ents | at tend ants |
| cri tique | sur plice | ad hēr ence | at tend ance |
| proph e sy | e rup tion | def' er ence | lin i ment |
| proph e cy | ir rup tion | dif fer ence | lin e a ment |
| light ning | in gen ious | pre cēd' ent | sta tion a ry |
| light en ing | in gen u ous | prēc' e dent | sta tion er y |

Lesson 65.

Dictation.

The firm *adherence* of the Jews to their religion is no less remarkable than their numbers and dispersion.—*ADDISON.*

Charles, the Pretender, had many *adherents*.

The great art of a writer shows itself in the choice of pleasing *allusions*.—*ADDISON.*

Fame, glory, wealth, honor, have in the prospect pleasing *illusions*.—*STEELE.*

A man would do well to carry a pencil in his pocket, and write down the thoughts of the moment. Those that come unsought are commonly the most valuable, and should be secured because they seldom return.—*BACON.*

There are incidents in which the authentic history of the discovery of our continent excels the specious wonders of romance, as much as gold excels tinsel, or the sun in the heavens outshines the flickering taper.—*EVERETT.*

Lesson 66.

Consult the Dictionary, and use the following words in sentences:

| | | | |
|----------|------------|-----------|-------------|
| de vise' | tour | fis sure | pa tients |
| de vice' | tow er | fish er | pa tience |
| stat ue | pres ence | in cite' | ve rac i ty |
| stat ure | pres ents | in' sight | vo rac i ty |
| pil low | pro ceed | dis sent | plaint iff |
| pil lar | pre cede | de scent | plaint ive |
| as say' | tre a tise | in tents | for mer ly |
| es say | tre a ties | in tense | form al ly |

Lesson 67.

Dictation.

The more the marble wastes,
The more the *statue* grows.

MICHAEL ANGELO.

Each man makes his own *stature*, builds himself.—YOUNG.

Why do fragments from a mountain rent

Tend to the earth with such a swift *descent*?—BLACKMORE.

There are many opinions in which multitudes of men *dissent* from us, who are as good and wise as ourselves.—ADDISON.

Men of age object too much, consult too long, adventure too little, repent too soon, and seldom drive business home to the full period, but content themselves with a mediocrity of success.—BACON.

1. Explain the meaning of the words *statue*, *stature*, *descent*, *dissent*.

Reviews.

Copy the words in these lessons, separating them into syllables.

Lesson 68.

| | | | |
|---------|------------|--------|-------------|
| forte | Calcutta | chintz | fuchsia |
| tenet | shouldn't | pellet | dilapidate |
| knave | pavilion | rapier | rapacity |
| gnarl | bronchitis | elixir | ottoman |
| psalm | fallible | remedy | intercede |
| freight | jessamine | liquor | audacity |
| coerce | secession | savory | Connecticut |

Lesson 69.

| | | | |
|---------|------------|---------|------------|
| Reuben | fricassee | hurra | salable |
| Philip | lassitude | decade | illegible |
| Eunice | suspicion | Alsace | medicine |
| Harriet | parasite | garrote | fallacy |
| Eleanor | terrapin | lichen | finally |
| Vienna | beginning | visitor | criticise |
| Cologne | enrollment | savory | accumulate |

Lesson 70.

| | | | |
|----------|----------|---------|------------|
| merino | chamois | cygnet | Yosemite |
| ellipse | farthest | sibyl | supersede |
| discern | dimmer | gorilla | oratorio |
| hoeing | druggist | bidding | chancellor |
| shoeing | filigree | suicide | anonymous |
| traveler | thievish | cutlass | California |
| frontier | frontier | currier | gymnasium |

Lesson 71.

| | | | |
|----------|--------------|-------------|------------------|
| Thib et | Nu bi a | Syr i a | Ab ys sin' i a |
| Chi na | Si be ri a | Co rē a | Mo zam bique |
| Ja pan | Mo roc co | Scu dan' | Pol y ne' si a |
| Tu nis | A ra bi a | Cash mere' | Mad a gas car |
| Egypt | Al ge ri a | Bur' mah | Af ghan is tän' |
| Nä täl' | Zan' zi bar | Trip' o li | Aus tral a' si a |
| In di a | Trans vaäl' | Li be' ri a | Be loo chis tän' |
| Per si a | Cau ca' si a | Ma lay si a | Sen e gam' bi a |

1. Which of the countries here named are in Asia?
2. Which three countries are nearest the North Pole?
3. Which three are nearest the South Pole?

Lesson 72.

| | | | |
|-----------|-----------|-------------|----------------|
| taint | de test | re al i ty | se cu ri ty |
| rā ti o | fer ret | tal is man | pas sen ger |
| pas tor | mus cle | sculp ture | tan ta lize |
| se crete | re al ize | work man | o rig i nate |
| mum ble | con coct' | par ti tion | mus sul man |
| graph īte | chem ist | ten e ment | ac com mo date |

1. How large an animal is the ferret? Write all you know of it.
2. Write sentences, using the words *taint*, *pastor*, *detest*, *originate*, and *sculpture*.
3. Write the plural of each noun in the lesson. What discovery do you make?
4. Add *ing* to ten of the words, and use them in sentences.

Lesson 73.

From two pages of "David Copperfield."

| | | | |
|-----------|-------------|-------------|------------------|
| re lax | pour ing | re ferred | in tru sion |
| sole ly | ex act ly | mar riage | rea son a ble |
| slight | de scend | ar ranged | ev er y thing |
| plac id | how ev er | laugh ing | im mov a ble |
| cous in | blood-shot | de cant ers | dis turb ing |
| se date | a pol o gy | con fi dent | con sid er a ble |
| spec ter | pre vi ous | mut tered | com pen sa tion |
| man ner | ex pect ed | in flu ence | thought ful ly |
| col ored | an swered | dom i noes | mo not o nous |
| or der ly | af ter ward | ap pear ing | pre par a to ry |
| good ness | com pa ny | ut ter ance | me chan ic al ly |

Lesson 74.

Dictation.

Early in the morning I sauntered through the dear old tranquil streets, and again mingled with the shadows of the venerable gateways and churches. The rooks were sailing about the cathedral towers; and the towers themselves, overlooking many a long, unaltered mile of the rich country and its pleasant streams, were cutting the bright morning air, as if there was no such thing as change on earth. Yet the bells, when they sounded, told me sorrowfully of change in everything; told me of their own age and Dora's youth; and of the many, never old, who had lived and loved and died, while the reverberations of the bells had hummed through the rusty armor of the Black Prince hanging up within, and, motes upon the deep of Time, had lost themselves in air, as circles do in water.— *David Copperfield.*

What is the meaning of "unaltered mile"?

Lesson 75.

| | | | |
|--------|-----------|------------|-------------|
| oak | lin den | a cā ci a | syc a more |
| pine | ban yan | cy press | tam a rack |
| spruce | lo cust | hem lock | săs sa fras |
| beech | buck eye | ca tal pa | but ter nut |
| as pen | hick o ry | pal met to | mag no li a |
| co coa | rose wood | plant ain | ma hog a ny |

1. Which of the woods named above can be highly polished?
2. For what purposes are such woods used?
3. Which of the trees named bear nuts that are good to eat?

Lesson 76.

| | | | |
|-------------|------------|---------------|----------------|
| deign | fes tive | drain age | ob jec tion |
| lēague | in di go | re sem ble | se rĕn i ty |
| tame ly | dis grace | in tel lect | fin an cier |
| lead er | res i dent | hor rid ly | ex plo sion |
| pub lish | tack ling | pro vis ion | lux u ri ant |
| frag ile | lunch eon | ob serv ance | ob li ga tion |
| fi nan cial | nov el ist | in ter lōp er | ex pla na tion |

1. Write a sentence using *provision* as a noun.
2. Write another sentence using *provision* as a verb.
3. What words can be derived from *festive*?
4. What words can be derived from *publish*?
5. To what shorter English word is each word in the fourth column related?

Lesson 77.

Write the following letter *in full* :—

GERMANTOWN, PA., June 17, 1887.

DEAR SISTER ALMA,—

It is a long distance from and yet in a second of time I can think and seem to see How I should like to and tell you all about Germantown is a very situated not far Of course you know all about the "War of the Revolution," and could tell me much We are enjoying every minute A few days ago we all visited Philadelphia, and there saw Next week we are to go to Gettysburg, some miles distant.

If you were only here

With much love to

Yours lovingly,

• • • •

Lesson 78.

Difficult Words.

| | | | |
|-----------|-------------|--------------------------|-------------------|
| liege | ar raign | ap pär el | ma næu ver |
| siege | an tique | nul li fy | pōs til' ion |
| café | är' a ble | poign ant | chev a liēr' |
| shire | as suage' | col lo quy | aux il' ia ry |
| cäche | os tra cize | ci vil i ty | ap pa ra tus |
| vis cid | an' o dyne | a cou stics ¹ | ca prī cious |
| as sail | bru nette' | vol un teer | hy poc ri sy |
| ar dor | ces sa tion | an thra cite | ac cent u ate |
| nug get | ar mis tice | a pos ta sy | coun te nance |
| Brit ain | är ro gance | brill ian cy | ac qui es cent |
| cäis' son | med i cine | a er o naut | a chieve ment |
| ca price' | co a lesce' | as sim i late | an ni ver' sa ry |
| but tress | el lip sis | ap pa rī tion | an te dil u vi an |

¹ Pronounced *a kow'stiks*.

Lesson 79.

Dictation.

I have never tasted pleasures so true as those I have found in writing, in music, and in the study of books. The days that succeed brilliant entertainments are always melancholy, but those which follow days of study are delicious; we have gained something; we have acquired some new knowledge; and we recall the past day, not only without disgust and without regret, but with consummate satisfaction.—MADAME DE GENLIS.

| | | | | |
|-----------|---|-------------|------------|---------------|
| cur tain | • | dif fuse | as cet' ic | rob ber y |
| mis step | | pos sess | cred i ble | äl ien ate |
| sur feit | | in ju ry | dec o rate | sa gac i ty |
| syr' inge | | re quite | clĕr ic al | cour' te sy |
| li cense | | de sert er | nau tic al | be sieg ing |
| stir rup | | clear ing | au di bly | il leg i bly |
| mĕm' oir | | fluct u ate | pass a bly | rev o lu tion |

Lesson 80.

| | | | | |
|-------------|--|--------------|--------------|----------------|
| flash y | | la con ic | a cid' i ty | pit i a ble |
| rav age | | re quīt' al | pro lif' ic | ju di cial |
| in duce | | rough en | sen si ble | fal la' cious |
| height en | | em u late | ex change' | monop o ly |
| man sions | | de' vi ate | in ter ject' | fa nat' i cism |
| bou quet | | em i grate | scant i ly | co a li' tion |
| rai ment | | ō' ro tund | mort gage | mon as ter y |
| pa pa cy | | de ser tion | friv o lous | com pel ling |
| sanc ti fy | | fas' ci nate | re tal i ate | om nip o tent |
| ar te' sian | | re quir ing | cu cum ber | om nis cience |

Lesson 81.

From a page of "The Sketch-Book."

| | | | |
|-----------|-----------|--------------|-----------------|
| sun ny | al tered | when ev' er | ac quaint ed |
| se cure | hoot ing | break fast | ac cus tomed |
| vil lage | chil dren | pop u lous | rec og nized |
| grieved | sport ing | o ver hung | dis ap peared |
| stroked | con stant | sur prised | in va ri a bly |
| in duced | point ing | prec i pice | per plex i ties |
| dread ed | fam ished | el e va tion | as ton ish ment |
| troubl ed | home ward | ap proached | ac quaint ance |

Lesson 82.

Dictation.

Oh! there is an enduring tenderness in the love of a mother to her son, that transcends all other affections of the heart. It is neither to be chilled by selfishness, nor daunted by danger, nor weakened by worthlessness, nor stifled by ingratitude. She will sacrifice every comfort to his convenience; she will glory in his fame, and exult in his prosperity;— and, if misfortune overtake him, he will be dearer to her from misfortune; and if disgrace settle upon his name, she will still love and cherish him in spite of his disgrace; and if all the world beside cast him off, she will be all the world to him.— IRVING.

| | | | |
|-------------|--------------|-------------|-----------------|
| co e val | Goth ic | loi ter ing | in di gent |
| re mote | world ly | fire lock | an nounced |
| hud dled | chant ing | wheel ing | med i ta ting |
| sit u at ed | neg lect ed | name less | sur round ed |
| re spon ses | fre quent ly | at tract ed | de light ful ly |

Lesson 83.

Dictation.

He that has energy enough in his constitution to root out a vice should go a little further, and plant a virtue in its place; otherwise he will have his labor to renew. A strong soil that has produced weeds may be made to produce wheat with far less difficulty than it would cost to make it produce nothing.

| | | | |
|--------|-----------|------------|-------------|
| ruche | vol ley | roy al ty | scrof u la |
| quoit | en rage | em ploy é | in te gral |
| häunt | tick lish | im' pi ous | om i nous |
| séine | hei nous | pad dock | răil ler y |
| o nyx | mat tress | sphe roid | tar tar' ic |
| stanch | san guine | pal i sade | skep ti cal |

Lesson 84.

Lesson 85.

| | | | |
|-------------|-------------|----------------|-------------------|
| strā ta | līve long | e mit ting | ră tion al |
| pal try | mī as ma | tym pa num | me di æ val |
| prōc ess | prod i gy | sump tu ous | phī lol o gy |
| I tal ic | ly cē' um | pan o ra ma | pa tri ot ic |
| grā tis | jū gu lar | sum ma ry | te nā cious |
| pre tense | so lu tion | op por tune | nec tar ine |
| ruf fian | grān a ry | al lure ment | săc ra ment |
| pur port | in quir' y | a tone ment | mes mer ize |
| squal id | im' pe tus | pan to mime | long-lived |
| or' de al | e nor mous | ju ve nīle | tem per a ture |
| sol stice | lic o rice | pal an quīn | jew's-harp |
| scal lop | is o lat ed | par a ȣhute | ig no rā mus |
| dif fi dent | di lem ma | su per flu ous | re dun dant |
| Ple ia des | i dol a ter | my thol o gy | mis cel la ne ous |

Lesson 86.

| | | | |
|------------|--------------|--------------|------------------|
| eject | tax a ble | o ver ture | ob liv i on |
| a bash | as ton ish | o ver plus | cal cu la tor |
| spe cies | tan gi ble | al low ance | oc tag o nal |
| pe o ny | a nal y sis | or' tho e py | cal cu la tion |
| spe cial | ar bi tra ry | ob scen i ty | in her it ance |
| pa py' rus | par af fine | val en tine | in hos pit a ble |
| par al lel | lep ro sy | out ra geous | or thog ra phy |

Lesson 87.

| | | | |
|------------|--------------|---------------|---------------|
| tar tan | span iel | pal li ate | hith er to |
| ar ter y | ar se nal | span der | an i mate |
| ten don | ar se nic | pär a dox | junc tion |
| stu di o | fac to ry | sur name | te mĕr i ty |
| stop ple | pag eant | au to crat | pal a ta ble |
| pi e ty | squad ron | a nat o my | al lure ment |
| sto ic al | au thor i ty | mi gra tion | at mos phere |
| pa la tial | ho li ness | op po si tion | ap point ment |

Lesson 88.

| | | | |
|----------|--------------|----------------|----------------|
| sol ace | taw dry | as sem bly | his to ri an |
| pæ' an | tast i ly | tar pau' lin | bar ba ri an |
| tau tog' | pen u ry | pal pa ble | in ge nu i ty |
| ad vent | pa lä' ver | trib u ta ry | sus pi cious |
| pa go da | sol i tude | su per fi cial | a bom i nate |
| te di um | am pu tate | an tic i pate | sug ges tion |
| bak er y | ab stract ly | an noy ance | ap pro pri ate |

Write about the *papyrus*, — how, when, where, and for what used.

Lesson 89.

A Letter.

Alma writes to her sister who is visiting in Germantown, in answer to the letter of June 17 (p. 151). After speaking of affairs at home, she tells her sister of some of the incidents of the battle of Germantown, why it was fought, with what results, etc. She closes her letter with kind wishes for her sister.

Write Alma's letter in full.

Lesson 90.

| | | | |
|-----------|------------|-------------|--------------|
| rus set | u til i ty | clem en cy | il lu sive |
| al ka li | top ic al | ap pâr ent | vî vac i ty |
| ve ni al | rupt ure | im' be cile | chrys a lis |
| clan gor | ty phoid | aq ue duct | san i ta ry |
| typ i fy | ruth less | ar chi tect | quar an tine |
| court ier | ty phus | a trô cious | as cen sion |
| mi li tia | æs thet ic | am e thy st | spě cial ist |
| vî ti ate | ty phoon | am i ca bly | ver mil ion |

Lesson 91.

| | | | |
|-------------|-------------|--------------|----------------|
| sat u rate | u su rer | as so ci ate | ve loç i pede |
| co til ion | syn op sis | au dâ cious | im plâ ca ble |
| me tal lic | sy rin ga | bat tal ion | ab er ra tion |
| mas sa, cre | rus ti cate | scûr ri lous | rec om mend |
| sat el lite | u surp er | im mi nent | im' ma nent |
| plen te ous | im plic it | ac qui esce' | a mël io rate |
| au to graph | per fect ly | ad ver si ty | buoy an cy |
| av a lanche | use ful ly | in flec tion | in for ma tion |

Lesson 92.

Synonyms.

| | | | |
|--------------|------------|------------|----------------|
| com plete | ban quet | la zy | ex hib it |
| brav er y | com ic al | cour age | laugh a ble |
| in do lent | show | per fect | in dus try |
| dil i gence | con duct | cour te sy | be hav ior |
| po lite ness | in so lent | fes ti val | im per ti nent |

1. Select from the third and fourth columns a synonym for each word in the first and second.
2. Write sentences containing the words in the first column.
3. Re-write the sentences, using synonyms of the same words.
4. Which synonyms seem best suited to the sentences?

Lesson 93.

Synonyms.

No! rest is not quitting this busy career;
 Rest is the fitting of self to its sphere.
 'T is loving and serving the highest and best,
 'T is onward unswervingly,—this is true rest.

GOETHE.

| | | | |
|-------------|-------------|-------------|-------------------|
| fright ful | dis cov er | in vent | free dom |
| vex a tion | em i nent | re sign | ex cel lent |
| mū ti late | lib er ty | not ed | un civ il ized |
| cel e brate | sur ren der | shock ing | mor ti fi ca tion |
| su pe ri or | bar bar ous | dis fig ure | com mem o rate |

Apply to this lesson the directions given in Lesson 92.

Lesson 94.

Noted Men.

| | | | |
|---------|-------------|--------------|---------------|
| Morse | Whit ney | Soc ra tes | Glad stone |
| Ful ton | Ed i son | Na po le on | Bis marck |
| Cæ sar | Gal i le' o | Frank lin | Liv ing stone |
| New ton | Stan ley | Wel ling ton | Jef fer son |

Inventions, Discoveries, Battle-fields, etc.

| | | | |
|-------------|-------------|---------------|----------------|
| Wa terloo | states man | pho to graph | load stone |
| steam boat | Aus terlitz | gun pow der | print ing |
| cot ton-gin | tel e scope | lo co mo tive | phi los o pher |
| in vent or | ex plor er | pho no graph | grav i ta tion |

Lesson 95.

1. During what century did each man named above live?
2. Which were living in 1887?
3. What is a phonograph?
4. Write a short account of Eli Whitney.
5. Select from the list the names of great warriors.
6. Which men named in the lesson have been prime ministers of England?
7. What is a philosopher? Give a reason for calling one of these men a philosopher?
8. Name two explorers, and tell what countries they explored.
9. Locate Waterloo and Austerlitz.
10. Write some interesting fact about Fulton, Newton, Edison, and Franklin.

Lesson 96.

From a page of "Romola."

| | | | |
|-----------|------------|--------------|------------------|
| a loof | con scious | ob vi ous | per sist ent |
| vis ion | phan toms | cel' i ba cy | dis joint ed |
| en er gy | sti fling | un shak en | phan ta sies |
| gov ern | mem o ries | pro phet ic | re mem bered |
| mea ger | vi o lence | be liev ing | co in ci dence |
| wast ed | be lieved | fore bod ing | in struc tions |
| des ti ny | de lu sive | con vic tion | su per sti tion |
| a larmed | re nounced | o be di ence | un der stand ing |

Lesson 97.

Dictation.

"Yet there is a pause— even as in the days when Jerusalem was destroyed there was a pause, that the children of God might flee from it. There is a stillness before the storm: lo! there is blackness above, but not a leaf quakes: the winds are stayed, that the voice of God's warning may be heard. Hear it now, O Florence, chosen city in the chosen land! Repent and forsake evil; do justice; love mercy; put away all uncleanness from among you, that the spirit of truth and holiness may fill your souls and breathe through all your streets and habitations, and then the pestilence shall not enter, and the sword shall pass over you and leave you unhurt."

| | | | |
|-----------|--------------|--------------|-------------------|
| mi ter | con science | in dul gence | es pe cial ly |
| buf foon | dis solv ing | be fore hand | ör a tör ic al |
| zig zag | rum mage | en cir cling | mat ri mo ny |
| pu ri fy | sen ti ment | spec ta tors | in ter rupt ed |
| lä' i ty | at tract ive | mon o logue | de ter min ing |
| rat tling | re luc tance | rum ma ging | ir reg u lar i ty |

Lesson 98.

Noted Names of Fiction.

| | | | |
|---------|--------------|-----------|-----------------|
| Top sy | Becky Sharp | Lilliput | Ichabod Crane |
| Squeers | Sam Weller | Priscilla | Childe Harold |
| Barkis | Lalla Rookh | Shylock | Jeanie Deans |
| Rowena | Desdemona | Jane Eyre | Meg Merrilies |
| Aladdin | Sancho Panza | Hiawatha | Leatherstocking |

1. What works of fiction are suggested by the names above?
2. Write the names of the authors, as far as you can learn them.
3. What other works by the same authors can you name?

Lesson 99.

Write what you have learned concerning the following:

| | | |
|---------|-------------|---------------------|
| Erin | Cinderella | Man Friday |
| Cathay | Great Heart | Old Ironsides |
| Crispin | John Bull | Bro. Jonathan |
| Gotham | John Gilpin | Pillars of Hercules |

Lesson 100.

Write from the following notes an imaginary account of a journey to some large city in your vicinity:

Incidents on the way; persons whom you met; a slight accident; friends whom you visited; objects of interest in the city — the return home.

Lesson 101.

Letters, figures, and other characters are made plural by adding 's; as, Cross your t's and dot your f's.

Fill the blanks below with letters or figures requiring the apostrophe and s.

1. There are two in the word *letter*.
2. How many are there in *pulley*?
3. Two may be so written as to represent eleven.
4. Did you put two in *Aaron*?
5. Two and three may be so written as to represent twenty-three.

Dictation.

If a man empties his purse into his head, no one can take it away from him. An investment in knowledge always pays the best interest.—BEN FRANKLIN.

The dangers of knowledge are not to be compared with the dangers of ignorance. Man is more likely to miss his way in darkness than in twilight, in twilight than in full sun.—WHATELY.

Lesson 102.

| | | | |
|-----------|-------------|-------------|---------------|
| quälm | par a dise | meas ure | qui es' cent |
| par cel | qua drille' | vac u um | so ci a ble |
| ran cor | par tridge | ir ri tant | del i ca cy |
| vi cious | jeal ous y | u ten sil | ra pā cious |
| rär e fy | anx i e ty | sac ri lege | rapt u rous |
| pär o dy | mys te ry | sal u ta ry | sa gā cious |
| gran ite | symp tom | sac ri fice | quaint ness |
| ra di ant | ru mi nate | ni tro gen | quad ru ped |
| sanc tion | sym me try | stu di ous | meas ure ment |

Lesson 103.

Dictation.

Know, Nature's children all divide her care;
 The fur that warms a monarch warmed a bear.
 While man exclaims, "See all things for my use!"
 "See man for mine!" replies a pampered goose;
 And just as short of reason he must fall
 Who thinks all made for one, not one for all.

POPE.

Write in your own words the meaning of the lines above.

Names ending in *y*, preceded by a vowel, add *s* for the plural; as, *money*, *moneys*, *attorney*, *attorneys*.

Make a list of ten other words whose plurals are formed in the same way.

Lesson 104.

Names ending in *y*, preceded by a consonant, change the *y* to *i* and add *es* for the plural. See Note, page 61.

| | | | |
|-----------|------------|-------------|-----------|
| fō gy | pol i cy | cav i ty | com e dy |
| dai ry | lux u ry | col o ny | bal co ny |
| doi ly | so ci e ty | vic to ry | ar mo ry |
| el e gy | cent u ry | trag e dy | lit ur gy |
| mel o dy | fac ul ty | mī nor i ty | lib er ty |
| lot ter y | dep u ty | mon arch y | va can cy |

1. Write the plurals of the words above.
2. Make a list of ten other words whose plurals are formed in the same way.
3. Write ten sentences, using the plurals of the ten words in your list.

Lesson 105.

Words ending in a single consonant preceded by a single vowel, and accented on the first syllable, do not double the final consonant before a termination.

| | | | |
|----------|------------|--------------|--------------|
| dif fer | dif fered | dif fer ing | dif fer ence |
| suf fer | suf fered | suf fer ing | suf fer ance |
| hon or | hon ored | hon or ing | wan dered |
| car pet | car pet ed | car pet ing | wan der er |
| shel ter | shel tered | shel ter ing | wan der ing |

1. Make a list of ten other words whose derivatives are formed by the same rule, and write the derivatives.
2. Use ten of the derivatives in sentences.

Lesson 106.

Monosyllables and words accented on the last syllable, ending in a single consonant following a single vowel, double the final consonant on taking an additional syllable beginning with a vowel.

NOTE. — If, however, the accent is thrown back in the derivative, the consonant is, commonly, not doubled; as, *infer'*, *in'ference*; *refer'*, *reference*.

| | | | |
|----------|------------|--------------|----------------------------|
| oc cur' | oc curred' | oc cur' ring | oc cür' rence |
| ab hor' | ab horred | ab hor ring | ab hör' rence |
| re cur' | re curred | re cur ring | re cür' rence |
| ex cel' | ex celled' | ex cel' ling | ex' cel lence ¹ |
| pro pel' | pro pelled | pro pel ling | pro pel ler |
| de mur' | de murred | de mur ring | de mur rer |
| con cur' | con curred | con cur ring | con cür rence |

¹ Exception to note.

Lesson 107.

Primitive words ending in *c* and *cs* commonly take *cian*; as, *music*, *musician*.

| | | | |
|------------|-----------------|----------------|-------------------|
| log ic | lo gi cian | me chan ic | mech a ni cian |
| mag ic | ma gi cian | ge o met ric | ge om e tri cian |
| op tic | op ti cian | ac a dem ic | ac a de mi' cian |
| phys ic | phy si cian | math e mat ics | math e ma ti cian |
| rhet o ric | rhet o ry' cian | met a phys ics | met a phy si cian |

1. Make a list of ten other words whose derivatives are formed in the same way.
2. Use the derivatives in sentences.

NOTE.—There are but two words ending in the syllable *cion*; viz., *coercion* and *suspicion*.

Lesson 108.

| | | | |
|-----------|---------------|--------------|------------------|
| or dain | ag i ta tion | pha e ton | con' sum mate |
| en tail' | con ta gious | os' cil late | ex e cra' tion |
| sage ly | ex' ca vate | sen si tive | con sump tion |
| ab solve | lieu ten' ant | li' bel ous | con tin u al ly |
| ox al' ic | ol' i garch y | ex cre' tion | ob serv' a to ry |
| pli a ble | con tem plate | hos pi tal | ob' li ga to ry |
| dan druff | pro pri e ty | o bēi sance | mag nan i mous |

Dictation.

Small service is true service while it lasts;
Of friends, however humble, scorn not one;
The daisy, by the shadow that it casts,
Protects the lingering dewdrops from the sun.

WORDSWORTH.

Lesson 109.

NOTE.—The terminations **tion**, **sion**, **cian**, **cion** are pronounced nearly alike, and often cause doubt as to the proper spelling of words. By associating the doubtful words with those that present no difficulty we are often aided in deciding upon the correct spelling. Thus, when words having one of the terminations above are derived from primitive words ending in **te** and **et**, the termination of the derivative is **tion**; as, **create**, **creation**; **direct**, **direction**.

| | | | |
|------------|---------------|-------------|----------------|
| pro tect | pro tec tion | nar rate | nar ra tion |
| e rect | e rec tion | sub tract | sub trac tion |
| vi' brate | vi bra' tion | med i tate | med i ta tion |
| re tract | re trac tion | pros e cute | pros e cu tion |
| lit i gate | lit i ga tion | grad u ate | grad u a tion |

Select six other words from your dictionary that will illustrate this rule.

Lesson 110.

Primitive words ending in **de**, **it**, **ss**, **er**, **ur**, **se**, take **sion**; as, **intrude**, **intrusion**.

| | | | |
|-----------|--------------|-----------|---------------|
| re mit | re mis sion | a ver se | a ver sion |
| in vade | in va sion | re vise | re vi sion |
| dis miss | dis mis sion | de ride | de ri sion |
| in cur | in cur sion | con fuse | con fu sion |
| per suade | per sua sion | com press | com pres sion |

Select six words from your dictionary that will illustrate this rule.

NOTE.—The terminal syllable **sion** has the pronunciation **shun**, only when immediately preceded by an accented vowel; as, **evasion**, **collision**. But we must say **version** (shun), **excursion** (shun).

Lesson III.

Noted Authors.

| | | | |
|-----------|------------|-------------|--------------|
| Pope | Cow per | Bry ant | Coop er |
| Gray | Rus kin | Thor' eau | Ir ving |
| Lamb | Dar win | Spen ser | Gold smith |
| De Foe | Dick ens | John son | In ge low |
| Mil ton | Holmes | Ma cau lay | Al cott |
| Ban croft | Whit ti er | Thack er ay | Ten ny son |
| Car lyle | Cole ridge | Haw thorne | Long fel low |

Lesson III2.

Literary Productions.

Elegy Written in a Country Churchyard

| | | |
|----------------|-----------------|---------------------|
| Essays of Elia | Paradise Lost | Origin of Species |
| Rasselas | Little Women | The Marble Faun |
| The Task | Essay on Man | Vicar of Wakefield |
| Vanity Fair | Faerie Queene | The Sketch-Book |
| Evangeline | Modern Painters | The Ancient Mariner |

High Tide on the Coast of Lincolnshire

Lesson III3.

1. Which of the *authors* named above are English? Which are American?
2. Write the title of one of the literary productions of each author.
3. Which *literary productions* that you have named are poems? Which are prose?
4. Which of the authors mentioned are still living?
5. Which have died within the present century?
6. What is a *pseudonym*? Give three examples.

PUNCTUATION.

Punctuation-marks help to bring out the meaning of an author. They seldom indicate inflections, but are based chiefly on grammatical construction.

The Period.

A period should be placed after a complete statement, also after initials and abbreviations; as,

Hon. Stephen A. Douglas, of Illinois, was a noted statesman.

The Interrogation-Point.

An interrogation-point should be placed after a complete question; as,

“Will he go?” said he, “or will he stay?”

NOTE. — The interrogation-point will not always come at the end of the sentence; as, “Why do you find fault?” he asked.

The Exclamation-Point.

The exclamation-point should be placed after *exclamations*, whether they are *words*, *phrases*, or *sentences*; as,

“O mischief! thou art swift
To enter in the thoughts of desperate men!”

Lesson 114.**Dictation.**

What, silent still? and silent all?

Ah, no! the voices of the dead
Sound like a distant torrent's fall,

And answer, “Let one living head,
But one, arise,—we come, we come!”
‘Tis but the living who are dumb.—**BYRON.**

Comma.

- When a sentence is inverted, the inversion may be marked by a comma; as,

At midnight, in his guarded tent,
The Turk was dreaming of the hour
When Greece, her knee in supplication bent,
Should tremble at his power.

- Words and phrases forming a series are separated by commas; as,

"Happy is the man who honors, obeys, loves, and serves his Creator."

- Nouns in apposition are separated by commas; as,
"Cicero, the greatest Roman orator, was distinguished for his patriotism."

Semicolon.

- The parts of a compound sentence are sometimes separated by a semicolon, especially if either member is subdivided by a comma; as,

I will be master of what is mine own;
She is my goods, my chattels; she is my house,
My household stuff.

- As* and *namely* before examples are preceded by a semicolon and followed by a comma.

Colon.

- The colon is sometimes used to separate the parts of a sentence when one of the parts is subdivided by a semicolon; as,

The book was divided into three parts: in the first, the writer discussed elementary principles; in the second, their application to his subject.

Marks of Parenthesis.

Marks of parenthesis denote that the words enclosed may be omitted without materially injuring the construction or the sense; as,

“I would not enter on my list of friends,
 (Though graced with polished manners and fine sense,
 Yet wanting sensibility) the man
 Who needlessly sets foot upon a worm.”

Dash.

1. The *dash* shows that a sentence is incomplete, or it may show an abrupt change in the form of a sentence; as,

“The pulse fluttered—stopped—went on—throbbed—stopped again—moved—stopped.”

2. The dash is also sometimes used in place of the parenthesis; as,

“Those who loved her most heartily—and indeed, no one was loved more heartily—admitted that she had no serious fault.

Lesson 115.**Dictation.**

You hear that boy laughing?—You think he's all fun;
 But the angels laugh, too, at the good he has done;
 The children laugh loud as they troop to his call,
 And the poor man that knows him laughs loudest of all.

Yes, we're boys,—always playing with tongue or with pen,—
 And I sometimes have asked,—Shall we ever be men?
 Shall we always be youthful, and laughing, and gay,
 Till the last dear companion drops smiling away?

HOLMES.

Lesson 116.

Dictation.

"Though every one who possesses merit is not necessarily a great man, yet every great man must possess it in a very superior degree, whether he be a poet, a philosopher, a statesman, a general; for every great man exhibits the talent of organization or construction, whether it be in a poem, a philosophical system, a policy, or a strategy. And without method there is no organization nor construction."

Give reasons for the use of commas, semicolons, and periods above, as far as the preceding rules will apply.

Lesson 117.

| | |
|------------|----------------|
| guā no | al pac a |
| fun gus | di dac tic |
| cum ber | des per a do |
| fric tion | cem e ter y |
| lyr ic | dī vis i ble |
| duc at | rus tic i ty |
| gus set | ma chīn ist |
| hus sar' | ac com plice |
| ac crue | pre vail ing |
| fe al ty | de līr i um |
| a ro ma | res er voir |
| re dress | de fī cien cy |
| def' i cit | cat er pil lar |
| chlo rīde | chin chil' la |
| in dulge | in fāl li ble |

Lesson 118.

| | |
|---------------|------------------|
| ab struse | coch i neal |
| host ler | wea ri some |
| hun dred | ac cli' mate |
| re cruit | pug nā cious |
| zō ol o gy | neu ral gi a |
| vol a tīle | crys tal līze |
| trib une | ap pa ra tus |
| tran quil | in dict a ble |
| vet er an | chan de lier' |
| cos met' ic | er y sip' e las |
| bron chi al | ty ran' nic al |
| griev ance | in sep a ra ble |
| flex i ble | pneu mo ni a |
| ī tin' er ant | in tel li gi ble |
| pär' ox ysm | ir rēp' a ra ble |

Lesson 119.

Dictation.

In parts superior what advantage lies?
 Tell (for you can) what is it to be wise?
 'Tis but to know how little can be known;
 To see all others' faults, and feel our own:
 Condemned in business or in art to drudge,
 Without a second, or without a judge;
 Truths would you teach, or save a sinking land?
 All fear, none aid you, and few understand.
 Painful pre-eminence! yourself to view
 Above life's weakness, and its comforts too.—**Popk.**

Give reasons, so far as the rules given apply, for the use of punctuation-marks in the extract above.

Lesson 120.

| | |
|-------------|--------------|
| dredge | ea ger ly |
| taf fy | Je ho vah |
| tan sy | ob e lisk |
| oak en | tac it ly |
| jal ap | tab u lar |
| oak um | scim i ter |
| eag let | e clip tic |
| sa loon | o b  s i ty |
| ob late' | jaun ti ly |
| jas per | ob ject or |
| jaun ty | prophe sy |
| in trigue | pos ses sion |
| hor ri fy | par ri cide |
| dal li ance | hos til i ty |

Lesson 121.

| | |
|------------|-----------------|
| drought | ob' du rate |
| hom i ny | Jap a nese' |
| jar gon | tac' i turn |
| eat a ble | tab u late |
| jag ged | ear nest ly |
| jag u ar' | ea ger ness |
| tab leau' | sand wich |
| tac tics | ob jec tive |
| tad pole | talk a tive |
| ear-ring | ob liq' ui ty |
| oars man | ter res tri al |
| lit i gate | ges tic u late |
| met a phor | pu tre fac tion |
| vol u ble | phos' phor us |

Reviews.

Copy the words in these lessons, separating them into syllables, and marking the accented vowels.

Lesson 122.

| | | | |
|---------|-----------|---------|-------------|
| jalap | parricide | qualm | rhetorician |
| jaunty | taciturn | alkali | lieutenant |
| tacitly | satellite | scallop | merriment |
| deficit | aesthetic | effigy | rapacious |
| phaeton | cotillion | usurer | phantasies |
| rarefy | barbarous | Cæsar | analysis |
| meager | accident | Carlyle | fascinate |

Lesson 123.

| | | | |
|----------|------------|-----------|-----------|
| pœan | Austerlitz | Thoreau | machinist |
| lottery | admittance | Rasselas | flageolet |
| morocco | paraffine | courtier | objector |
| typhoid | scurrilous | syringa | scimiter |
| militia | symmetry | aversion | architect |
| metallic | obeisance | Galileo | precipice |
| licorice | sycamore | reservoir | tarpaulin |

Lesson 124.

| | | | |
|-----------|------------|-----------|-------------|
| tableau | difference | typhoon | celibacy |
| squalid | laughable | rummage | auxiliary |
| utility | dalliance | palliate | inseparable |
| quadrille | sassafras | vermilion | continually |
| derision | usefully | amethyst | mechanician |
| libelous | massacre | battalion | caterpillar |
| Whittier | propeller | intellect | inheritance |

Copy the following abbreviations, and write from memory the words or phrases for which they stand:—

Lesson 125.

| | |
|--------------------|----------------------------------|
| A. B. | Bachelor of Arts. |
| Abp. | Archbishop. |
| acct. | account. |
| Adm. | Administrator. |
| Admx. | Administratrix. |
| ad lib. | at pleasure. |
| adj. | adjective. |
| adv. | adverb. |
| agt. | agent. |
| amt. | amount. |
| anon. | anonymous. |
| est. | aged. |
| atty. | attorney. |
| av. | avenue. |
| bal. | balance. |
| bbl. | barrel. |
| B. C. | Before Christ. |
| Bot. | Botany. |
| Bro. | brother. |
| Bros. | brothers. |
| Cath. | Catholic. |
| Capt. | Captain. |
| Col. | Colonel. |
| cts. | cents. |
| cwt. | hundred weight. |
| Dea. | Deacon. |
| D. D. | Doctor of Divinity. |
| do. (ditto) | the same. |
| doz. | dozen. |
| D. V. | God willing. |
| e. g. | for example. |
| Eng. | England. |
| et al. | and others. |
| etc. | and others, and so forth. |
| ex. | example. |
| Fahr. | Fahrenheit. |

Lesson 126.

| | |
|----------------------|--------------------------------|
| ft. | foot. |
| gal. | gallon. |
| hhd. | hogshead. |
| id. | the same. |
| i. e. | that is. |
| incog. | unknown. |
| jr. | junior. |
| lieut. | lieutenant. |
| L. I. | Long Island. |
| LL. D. | Doctor of Laws. |
| M. | meridian, or noon. |
| M. C. | Member of Congress. |
| min. | minute. |
| Mlle. | Mademoiselle. |
| M. P. | Member of Parliament. |
| MS. | Manuscript. |
| MSS. | Manuscripts. |
| Mme. | Madame. |
| mt. | mountain. |
| N. B. | note well, take notice. |
| N. O. | New Orleans. |
| p. | page. |
| pp. | pages. |
| Ph. D. | Doctor of Philosophy. |
| pop. | population. |
| Pres. | President. |
| pro tem. | for the time. |
| pwt. | pennyweight. |
| Sec. | Secretary. |
| sen. | senior. |
| tr. | transpose. |
| sq. ft. | square feet. |
| Treas. | Treasurer. |
| U. S. M. | United States Mail. |
| vs. (versus). | against. |

Latin Words and Phrases occurring in Books and Conversation.

FOR REFERENCE ONLY.

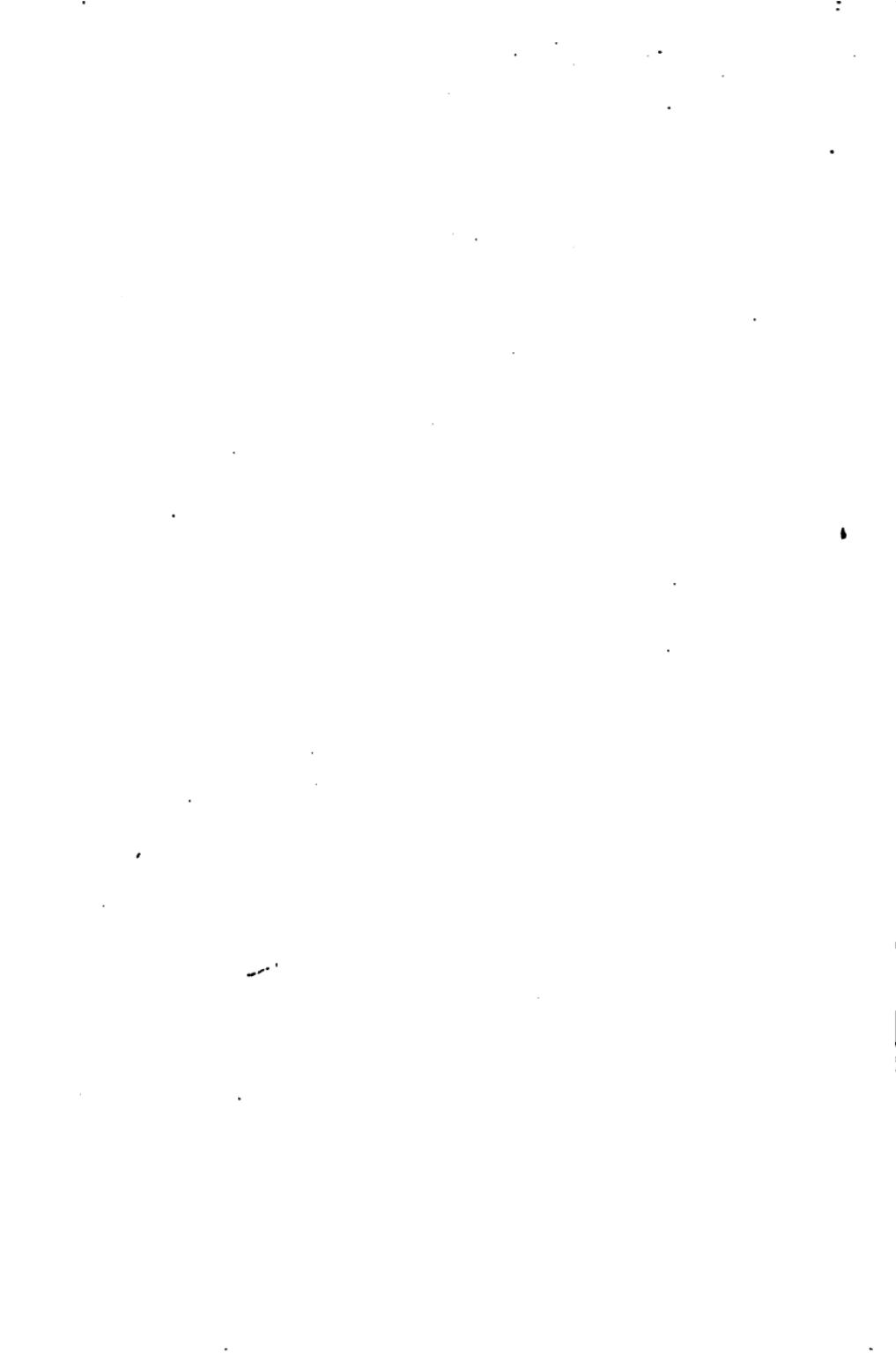
A fortiori, with stronger reason.
A posteriori, from effect to cause.
A priori, from cause to effect.
Ab initio, from the beginning.
Ad infinitum, to infinity.
Ad interim, in the mean while.
Ad libitum, at pleasure.
Ad nauseam, to disgust.
Ad valorem, according to value.
Alma mater, a cherishing mother.
Ante bellum, before the war.
Ante meridiem, before noon.
Aqua vita, brandy; spirit; alcohol.
Argumentum ad hominem, an argument deriving its force from the situation of the person addressed.
Bona fide, in good faith.
Casus belli, that which justifies war.
Cui bono? for whose benefit?
De facto, from the fact.
De jure, by right.
De novo, anew.
De profundis, out of the depths.
Deo volente, God willing.
Dirigo, I direct.
Disjecta membra, scattered remains.
Ecce homo, behold the man.
E pluribus unum, one out of many.
Ex cathedra, with high authority.
Excelsior, higher.
Exeunt, they go out.
Exeunt omnes, all go out.
Ex officio, by virtue of his office.
Ex parte, on one side only.
Ex post facto, after the deed.
Facile princeps, evidently pre-eminent.
Festina lente, hasten slowly.
Fiat justitia, ruat cœlum, let justice be done, though the heavens fall.
Fidus Achates, a true friend.
Fortiter in re, firm in action.
Gloria in excelsis, glory to God in the highest.
Humanum est errare, to err is human.
In hoc signo vinces, in this sign thou shalt conquer.
In loco parentis, in the place of a parent.
In medias res, into the midst of things.
In memoriam, in memory.
In nubibus, in the clouds.
In situ, in its original situation.
In statu quo, in the former state.
In terrorem, as a warning.
In toto, in the whole.
In transitu, on the passage.
Inter nos, between ourselves.
Ipse dixit, he himself said it.
Ipsa facta, in the fact itself.
Labor omnia vincit, labor conquers everything.
Lapsus linguae, a slip of the tongue.
Laus Deo, praise to God.
Lex talionis, the law of retaliation.

| | |
|--|---|
| Locum tenens , a deputy. | Quantum sufficit , a sufficient quantity. |
| Lusus naturæ , a freak of nature. | Quid pro quo , an equivalent. |
| Magnum opus , a great work. | Rara avis , a rare bird. |
| Memento meri , remember death. | Reductio ad absurdum , reducing to an absurdity. |
| Mens sana in corpore sano , a sound mind in a sound body. | Requiescat in pace , may he rest in peace. |
| Meum et tuum , mine and thine. | Sanctum sanctorum , holy of holies. |
| Mirabile dictu , wonderful to be told. | Semper idem , always the same. |
| Mittimus , we send; a writ. | Sic semper tyrannis , ever so to tyrants. |
| Modus operandi , manner of operation. | Sine die , without day. |
| Multum in parvo , much in little. | Sine qua non , an indispensable condition. |
| Ne plus ultra , nothing further. | Stet , let it stand. |
| Nolens volens , willing or not. | Suaviter in modo , gentle in manners. |
| Nolle prosequi , unwilling to proceed. | Sub rosa , privately. |
| Non compos mentis , not in sound mind. | Sui generis , of its own kind. |
| Non est inventus , he has not been found. | Summum bonum , the chief good. |
| Non sequitur , it does not follow. | Terra firma , solid earth. |
| Nota bene , mark well. | Terra incognita , an unknown country. |
| Ora pro nobis , pray for us. | Ultima Thule , the utmost limit. |
| Pari passu , with equal pace. | Vade mecum , constant companion. |
| Particeps criminis , an accomplice. | Veni, vidi, vici , I came, I saw, I conquered. |
| Paterfamilias , father of a family. | Verbatim et literatim , word for word and letter for letter. |
| Pater noster , Our Father. | Via , by way of. |
| Per annum , by the year. | Vice versa , the terms being exchanged. |
| Per capita , by the head. | Vi et armis , by force and arms. |
| Per centum , by the hundred. | Viva voce , by the living voice. |
| Per diem , by the day. | Vox populi, vox Dei , the voice of the people is the voice of God. |
| Per se , by itself. | |
| Pons asinorum , bridge of asses. | |
| Post mortem , after death. | |
| Pro bono publico , for the public good. | |
| Pro et con , for and against. | |
| Pro rata , in proportion. | |
| Pro tempore , for the time. | |

French Words and Phrases often met with in Books and Conversation.

FOR REFERENCE ONLY.

| | |
|---|--|
| Affaire d'amour , a love affair. | Honi soit qui mal y pense , shame on him who evil thinks. |
| A propos , to the point. | Hors de combat , out of condition to fight. |
| Beau monde , the fashionable world. | Jeu d'esprit , a witticism. |
| Bête noir , a bugbear. | Mal à propos , ill-timed. |
| Billet doux , a love letter. | Mélange , a medley. |
| Bizarre , odd, fantastic. | Mélée , a riot. |
| Blasé , surfeited. | Naïve , having unaffected simplicity. |
| Benhomie , good-natured simplicity. | Naïveté , native simplicity. |
| Bouillon , soup, broth. | Née , born. |
| Chargé d'affaires , an inferior representative at a foreign court. | Négligée , undress. |
| Chef-d'œuvre , a masterpiece. | Noblesse oblige , rank imposes obligation. |
| Ci-devant , formerly, former. | Nom de plume , an assumed title. |
| Comme il faut , as it should be. | On dit , they say. |
| Contretemps , an awkward mishap. | Outré , extravagant. |
| Couleur de rose , rose-color. | Par excellence , by way of eminence. |
| Coup d'état , a stroke of policy. | Parole d'honneur , word of honor. |
| Coup de soleil , a sunstroke. | Parvenu , an upstart. |
| Cuisine , a kitchen, cookery. | Pas à pas , step by step. |
| De trop , too much, not wanted. | Passé , worn-out. |
| Douceur , a bribe. | Patois , dialect of the lower classes. |
| Eau de vie , brandy. | Penchant , inclination, liking. |
| Élite , a select body of persons. | Perdu , lost. |
| Embonpoint , plumpness. | Pot-pourri , a medley. |
| Émeute , a riot, a mob. | Résumé , a summing up. |
| Ensemble , the whole. | Séance , a sitting. |
| Entrée , entry, first course. | Tout ensemble , the whole taken together. |
| Entre nous , between ourselves. | Valet de chambre , an attendant. |
| Esprit de corps , the animating spirit of a collective body. | Vis à vis , facing. |
| Fait accompli , a thing already done. | |
| Faux pas , a false step. | |
| Garçon , a boy. | |
| Gens d'armes , armed police. | |



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